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ABSTRACT

This study is a final evaluation of the Harding, Oklahoma, Right to Read project covering the time period from the summer of 1972 through the summer of 1974. The purposes of the longitudinal study were to describe each phase of the project and to answer two questions: What was the nature of inservice training given to teachers? What classroom experiences did teachers provide that were designed to improve students' reading skills? To evaluate the program the following questions were asked: What were the student outcomes? Did reading skills improve significantly? Which characteristics of the project are worthy of replication and which ones are to be avoided in similar programs? The results indicated that the general unity of staff effort and an increase in teachers' skills in the teaching of reading were shown. In classes where the program was not operational, students did not show significant gains. Full or partial participation in the program was related to positive reading achievement gains of the students. (WR)

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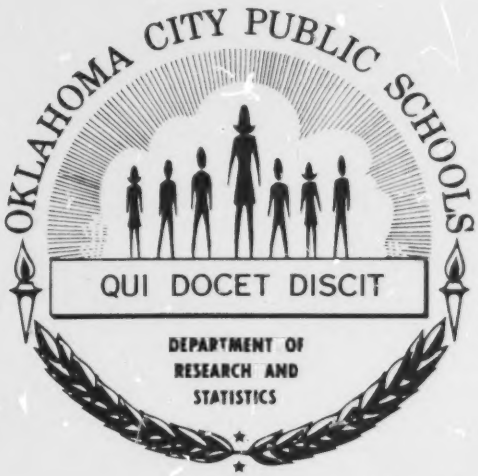

HARDING'S RIGHT TO READ FINAL REPORT

OKLAHOMA CITY PUBLIC SCHOOLS
BILL LILLARD, SUPERINTENDENT
OKLAHOMA CITY, OKLAHOMA

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HARDING'S RIGHT TO READ PROJECT

FINAL REPORT
1972-1974

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HARDING'S RIGHT TO READ PROJECT

ABSTRACT
1973-1974

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Evaluator: Patricia Watson

	School Year 1973-1974	Summer 1974
Teachers	48	27
Pupils	1,248	154

Description: The national Right to Read Program is an effort to increase functional literacy. The program was partially implemented at Harding in 1971-1972 and Summer 1972. Harding was selected for full funding as a model or transition school in 1972-1973 school year, Summer 1973, 1973-1974 school year, and Summer 1974. Federal funds were not provided after that date. However, the faculty at Harding indicated that the program would continue to operate to the extent that alternate resources were available.

Objectives:

--To promote functional literacy in students.
--To train teachers in the teaching of reading.

Time Interval: The present study is a final evaluation of the project covering the time period from the Summer of 1972 through the Summer of 1974. Prior to that time, Harding was involved in one year of needs assessment and program planning.

Activities: The Right to Read program provided opportunities for the Harding staff and teachers from other middle schools to have special in-service training in the teaching of reading in all content areas. Diagnosing reading problems and prescribing learning activities to correct deficiencies was emphasized.

The project provided funds for the purchase of materials and equipment to teach reading that exceeded the district allocation to the school. A unique feature of the project was that it provided for a school-based project director.

Evaluation Strategy: The purposes of the longitudinal study were the following:

--To describe each phase of the project and answer two questions,

specifically:

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1. What was the nature of in-service training given to teachers?
2. What classroom experiences did teachers provide that were designed to improve students' reading skills?

--To evaluate the program, particularly in the following areas of concern:

1. What were the student outcomes? Did reading skills improve significantly?
2. Which characteristics of the project are worthy of replication and which ones are to be avoided in similar programs?

Results: Teaching methods and materials used in the Right to Read program are documented in a guide prepared by the Harding faculty. As an outcome of in-service training and project activities, the guide describes certain program characteristics. One prominent attribute is that teachers in all content areas developed techniques and media to diagnose reading problems and teach for development of reading skills.

Although all teachers did not participate fully, general unity of staff effort and an increase in teachers' skills in the teaching of reading were shown. In classes where the program was not operational, students did not show significant gains. Full or partial participation in the program was related to positive reading achievement gains of students. Gains were proportionally greater for the Summer programs than for school year phases of the project.

Weaknesses of the program were suggested as follows:

1. The inappropriateness of standardized tests as the only measure of project results and as a source of data for instructional purposes.
2. Management problems.
3. Lack of sustained interest or support from parents.

ACKNOWLEDGEMENTS

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CHAPTER I

PROGRAM DESCRIPTION

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History of the Program[1]

The need for emphasizing reading skills as the basis for academic achievement was recognized by the Harding staff. A study involving testing and evaluating the reading skills of every Harding student was made, and a remedial program based on the results of that study was developed. However, because of the limited funds available, the program could be only partially implemented. A request for funding was sent to the Office of Education, and on the basis of the work already done and the proposed remedial program, Harding was selected as a model or transition school for 1972-73.

The major goal of the Right to Read effort is to increase functional literacy so that by 1980, ninety-nine percent of the people in the United States 16 years old, and ninety percent of the people over 16, will possess and use the reading competencies which an individual must have to function effectively as an adult. Functional literacy is defined as the ability to read to the end that the individual is able to function productively as an adult and thereby increase the benefits to be derived from this society. Implied in this definition is the recognition that to function productively may require the ability to perform certain general tasks and certain specific tasks which will allow an individual to take advantage of options that should be available and to create new options for himself.

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[1]Right to Learn Series No. 8, Oklahoma City Public Schools

The Harding students with the greatest degrees of deficiencies were identified through the testing and remedial activities. Some students were assigned to special classes; for those with a lesser degree of deficiency, reading activities were incorporated into the language arts curriculum. Almost half of the student body were involved in the program during the 1971-72 school term. Following this concentrated effort, a reading summer school was organized. Enrollment was free and students were accepted from any school in this district up to a total of 240 for all three sessions. All summer school students were tested at the beginning of the program and at the end. The purpose was to measure individual progress and also to aid in evaluating the program itself so that it could be revised before the fall term if it did not produce the expected gains in individual reading skills.

The 1972 summer program utilized eight teachers, twenty-five high school students, and a large number of parent volunteers to ensure that each pupil would receive adequate attention and assistance. With the start of the 1972-73 school term, Harding adopted an interdisciplinary team approach to curriculum. The entire faculty was divided into planning teams which included at least one member from each of the following subject areas: language arts, math, social studies, and science. Each of the eight teachers with training in reading was assigned to a different team, so that every team would have the benefit of their training and experience. In addition, the entire faculty was involved in an on-going in-service program which emphasized the teaching of reading skills.

Students were heterogeneously grouped in one of three categories according to the results of his testing. Students in regular language arts classes pursued a course of study designed to meet their individual needs and develop their reading skills to grade level. Students already at or very

near grade level participated in a developmental program which was also a part of the language arts curriculum. The purposes of this program were to encourage reading, to enhance the skills the students had already mastered, and to develop them further.

Rather than adopt a specific reading program, Harding chose to use what it terms the "eclectic method"--using the best of the many available methods and programs and adapting them to the particular needs of the Harding student population. For the same reason, a diversity of materials, ranging from filmstrips to hardback books, to controlled readers were used. This allowed maximum flexibility in designing programs for individual students. A program guide was developed by the Harding faculty and at the present time is being prepared for publication. The Right to Read Manual will include materials used in the project.

In the school year 1973-74, Harding Middle School had two special reading classes. One class for sixth grade students was a regularly scheduled course of work for each student regardless of reading efficiency. Each student in the sixth grade spent 12 weeks in this course to develop skills he/she had had difficulty in mastering in previous educational experiences.

The other special reading class was for sixth, seventh, and eighth grade students. This class was offered as an elective reading class for sixth grade students who desired to improve their reading abilities and students in the seventh and eighth grades who needed individualized instruction in reading. Students rotated through this class on a 12 week schedule.

Realizing that the special reading classes can only reach a few students and accomplish only a certain amount of mastery of the reading skills, a major thrust was made toward the teaching of reading through the content areas. Each language arts, social studies, math, science, and elective teacher

participated in an in-service program designed to assist them in the teaching of reading in their respective disciplines.

Listed below are the objectives for the Harding Middle School reading program for 1973-74.

Harding Middle School
Critical Objectives for Phase III (1973-74)

Teacher

The teacher will:

--Develop multimedia, multiapproach materials.

--Utilize multilevel materials to provide for individual reading differences.

--Identify skills inherent in content area and develop methods for their development in cross discipline approach.

--Develop an interdisciplinary team reading program to meet the individual needs of students.

--Participate in Right to Read in-service sessions.

--Recognize reading difficulties.

--Improve his ability to teach reading through his content area.

Student

The student will:

--React with feeling to that which he reads.

--Participate in a variety of sensory experiences.

--Develop literary tastes in written materials.

--Increase his sight vocabulary.

--Develop content vocabularies.

--Improve word attack skills.

--Improve ability to obtain specific information through reading.

--Develop a variety of comprehension strategies.

--Improve ability to adapt reading skills to materials in content areas.

Student (con't)

The student will:

--Participate in success experiences.

--Direct his own reading development.

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Parent Objective

The parent will:

--Participate in in-service program to serve as teacher aide in the classroom.

--Participate in in-service program in order to function to direct instructional roles.

--Serve as a volunteer coordinator to provide for communication between community and school.

--Participate in information seminars.

The final Right to Read training session for teachers and reading program for students was held in the summer of 1974. The following description of this session is part of the "Right to Read Performance Report" shown in Appendix C. The report was the result of task force efforts to describe and evaluate the program; it is an excellent example of the faculty cooperation which was a highlight of the Right to Read Program.

During the 1974 Summer Session, recruitment was centered around a core of seven Harding teachers who had previous experience in the Right to Read program. Twenty additional teachers were recruited from ten other Oklahoma City middle schools with the help of middle school principals and the middle school director. An initial meeting of the summer staff was held for orientation in Right to Read history and philosophy and to determine student recruitment procedures. Each teacher was basically responsible for the recruitment of ten students from his/her respective school. Students were also recruited from area elementary and fifth year centers. As a further extension of this

recruitment effort, local parochial schools were also contacted. Letters were sent to students recommended by the previous year's teams and counselors. Students who needed basic skills in reading and/or received F grades the last nine-week period were also contacted.

Retention of students was facilitated by an effort to form student carpools for those who lived a great distance from the Right to Read site; this contributed to maintaining a large enrollment. Summer school staff development was a continuous process throughout the session. Team planning was led by Harding teachers. Regularly scheduled in-service sessions included: learning stations and contracts, instructional games, listening activities, and skill and concept development. Two afternoons per week were devoted to this in-service training. Staff development was also accomplished through classroom application, teacher observation, and production of interdisciplinary units of study.

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CHAPTER II

EVALUATION DESIGN

Cognitive Variables

The Gates MacGinitie Reading Tests were used to measure reading achievement in speed and accuracy, vocabulary, and comprehension. The Speed and Accuracy Test provides an objective measure of how rapidly students can read with understanding within a time limit. The Vocabulary Test samples the student's reading vocabulary range of easy and commonly used words to less common and more difficult words. The Comprehension Test measures the student's ability to read complete prose passages with understanding. The first passages are simply written, but the latter ones become progressively more difficult.[2]

Equivalent forms of the tests were given at the beginning and at the end of the instructional period (school year or summer session) to measure the growth of students in reading achievement. To determine the significance of pretest to posttest gains, t-tests and chi-square tests were applied to the data. Gates MacGinitie Tests scores were analyzed in terms of student achievement gains in relationship to teacher's participation in the Right to Read Program. Scores on the Metropolitan Achievement Test given at Harding were compared to test results in ten other middle schools in Oklahoma City.

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[2]Arthur I. Gates and Walter H. MacGinitie, Teacher's Manual, Survey D (New York: Teachers College Press, 1965).

Affective Variables

Attitude Toward Reading

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Student's attitudes toward reading were measured by a scale developed by Thomas H. Estes.[3] Each statement on the scale was worded in such a way as to call to mind the object "reading." A summation of values of each student's responses on the scale yielded a quantitative representation of his attitude toward reading. This instrument was used in the 1972 Summer Session and the 1972-73 school year.

Self-Concept of Students

Research[4] has shown a relationship between the self-concept (how a person feels about himself) and achievement. Therefore, the 1972-1973 study included the variable of self-concept. The Secondary Self-Esteem Inventory was developed by the Oklahoma City Public Schools. It was used to measure the student's perception of himself as a worthy individual, as he relates to his peers and to the school. The coefficient of reliability for internal consistency on this instrument is .75.

Teacher's Attitudes

An instrument was developed by the Oklahoma City Public Schools Research Department to survey teacher's attitudes toward various methods of reading instruction and student's reading needs. Teacher's opinions concerning the effectiveness of Right to Read in-service training sessions were surveyed also.

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[3]Thomas H. Estes, "A Scale to Measure Attitudes Toward Reading," Journal of Reading, November, 1971.

[4]Stanely Coopersmith, "A Method for Determining Types of Self-Esteem," (Unpublished Ph.D. dissertation, Cornell University, 1959).

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This feedback allowed modification of training procedures and materials for increased effectiveness in later sessions.

Summary

Affective measures were not used in the 1973-74 study. The needs assessment for the previous year indicated that highly positive and stable student and teacher attitudes toward reading and the teaching of reading existed. Therefore, no additional statistical study of these factors needed to be made. Copies of the affective measures used in the first year of the project are presented in Appendix A.

Program Activities

What is a Right to Read Program? Which characteristics typify the reading program at Harding? How did the Harding reading program compare to those in other middle schools? These questions prompted the development of an instrument used to gather descriptive data concerning the methods and materials for the teaching of reading. The instrument called the Middle School Reading Survey was administered to all teachers of reading, regardless of their assigned subject content area, in eleven middle schools in Oklahoma City. This was a self-report to be completed by teachers.

To validate teachers' self-report of techniques and materials used in the Right to Read program, an informal monitoring system was initiated. A checklist of program objectives and activities to implement them was used to evaluate teachers' participation in the Right to Read Program. The purpose was to determine in which classes the program was operating and to allow categorization of students' scores on achievement tests. Three categories were chosen, specifically: I. Scores of students in classrooms where the program was fully operational,

II. Scores of students in classrooms where the program was partially operational, and

III. Scores of students in classrooms where the program was not operational.

Administration of the Project

Oklahoma City Public Schools central office staff members who assisted in the project were asked to evaluate the program from an administrative viewpoint. Evaluation was done primarily through a survey concerning management porcedures; faculty involvement and attitudes; interdisciplinary team organization; parent support of the program; teacher in-service training; type of reading program; reporting and evaluation of the program.

CHAPTER III

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RESULTS OF THE RIGHT TO READ PROGRAM

Introduction

In the discussion which follows, the average scores of groups of students taking an achievement test will be compared. Frequently, the comparison will be that of the group average score at the end of an instructional period (pretest mean) to the average score at the end of the same period (posttest mean). Statistical tests of significance will be applied to determine if the difference in scores could have happened by chance. If the difference is great enough to rule out chance, then it can be assumed that something else, such as the type of instruction, caused the scores to vary.

In the present study, in order for the scores to be accepted as "significantly different," they must vary to the extent that only in five out of one hundred times could the difference be attributed to chance. This is referred to as the .05 level of significance. Statistical tests consider the size of the group and the variation of scores within the group as well as the difference in average scores.

Another type of difference in scores should be considered. In a nine month period, normal growth in grade level achievement is .9. Therefore, difference in a pretest grade level average of 6.8 and a posttest average of 7.9 is of consequence since it indicates more than normal growth. However, due to large variation in individual scores which comprise the grade level average, a difference such as that between 6.8 and 7.9 may not be described as "statistically significant."

Summer, 1972

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Average scores on the Gates-MacGinitie Reading Tests of students in the 1972 summer program are shown in Table I. Only one measure, which was for speed and accuracy, indicated significant growth statistically. Students were in the program for approximately two months, yet the average grade level gain was greater than .9 for all three achievement measures. This indicates that the program reached the individual student's need level and caused him to make reading gains which were quite extraordinary.

TABLE I

t-TESTS BETWEEN PRETEST AND POSTTEST MEANS OF TOTAL SAMPLE

Summer, 1972

Instrument	Pretest Grade Level Mean	Posttest Grade Level Mean	Mean Gain	t-Ratio	Level of Significance
Gates-MacGinitie					
Comprehension	6.5	7.4	0.9	1.32	n.s.
Vocabulary	6.9	7.4	0.5	0.70	n.s.
Speed and Accuracy	4.9	6.4	1.5	3.02	.01
Reading Attitude Scale					
Attitude	73.4	75.8	2.4	1.04	n.s.

An analysis of the questionnaire given to teachers to evaluate the effectiveness of the summer program resulted in the following general findings:[5]

[5]Don Schnee and David Guilliams, Journal of Research and Evaluation, Harding's Right to Read Program 1972-1973, Volume 2, Number 9 (Oklahoma City Public Schools, 1972) pp.15-24.

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(a) The in-service training had a substantial positive effect on the teacher-student learning process.

(b) It was a direct benefit during the summer program due to the consultants, materials, media, group interactions, etc.

(c) Personal comments of participants were mostly positive, and suggestions were presented which lent support for the objectives of the in-service workshop.

School Year, 1972-1973

A limitation of the 1972-73 Right to Read study was that the measurement of achievement gains for the year did not accurately reflect a nine month participation in the program. Only five teachers began the year with training received in a Right to Read summer in-service program. There were no training sessions during the first semester. Seven days of in-service training on a rotation schedule for all teachers began during the second semester and was completed in April, 1973. Only during the final six weeks of school could the Right to Read Program be considered as "operational."

Students' gain scores on the Gates-MacGinitie given in 1972-73 reflect measurements taken eight months apart. No significant gains were made by students on the vocabulary measure. Eleven out of thirty-one classes tested on the comprehension subscale showed gains of one or more years; however, only one class showed gains that were statistically significant. The greatest gains were in speed and accuracy; seven of the twenty-two classes for which scores were given showed gains that were significant statistically.

It was not determined what portion of all student gains were made after the Right to Read Program became operational, nor how this compared to previous reading achievement growth. Tests for affective growth did not detect significant changes in pretest and posttest attitudes of teachers and students in the 1972-73 Right to Read Program. Scores on both reading attitude

tests and the self-concept measure were highly positive at the beginning and at the end of the year.

The in-service program for the second semester was of greatest value to teachers of science and social studies. Language arts teachers rated sessions as being of moderate value.[6]

Summer, 1973

The previous summer Right to Read Project (1972) provided for eight weeks of language arts classes for students and twenty half-day sessions in the teaching of reading for language arts teachers. The 1973 summer project included students who had five weeks of classes in math, science, social studies, and language arts. Teachers had seven days in in-service prior to classes and half-day sessions during the five week program. Teachers in each of the four curriculum areas were instructed in the teaching of reading and math. Table II shows the mean grade score gains of students in both programs.

TABLE II

GATES-MACGINITIE READING TESTS
GRADE LEVEL ACHIEVEMENT SCORES

Year	Months in Class	Speed and Accuracy	Comprehension	Vocabulary
1972	2.0	1.5	.9	.9
1973	1.3	.6	.1	.2

[6]John Kohland and Patricia Watson, Journal of Research and Evaluation, Harding's Right to Read Project 1972-1973, Volume 3, Number 8 (Oklahoma City Public Schools, 1973) pp. 1-29.

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Results of achievement tests for students in the 1973 summer program showed no significant gains in vocabulary, comprehension, or math. However, gains made in speed and accuracy were significant. As mentioned previously, statistical significance is extremely difficult to establish when the size of a sample group is small and there is a wide variation of grade level achievement within each group. This was the nature of the student group in the summer program. Students ranged from fifth through eighth grade.

When individual growth pattern of gains were studied, it was concluded that changes were greatest for those in the lower stanines; increase in the achievement level of students scoring in the upper stanines occurred less frequently.[7] Individualized diagnostic tests were given only to those students reading below fourth grade. Teachers concentrated on these using individualized programs. Students reading above the fourth grade were given more general programs of study based on grade level reading scores. The purpose of this was to teach the instructors the use of diagnostic reading tests and the process for individualized study for the lowest reading groups.

The in-service program during the year was of greatest value to teachers of science and social studies. It was recommended that future in-service sessions should also include these teachers. The need for further study to determine how in-service training could be of greater value to teachers of language arts and math was also indicated.

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[7]Patricia Watson, Journal of Research and Evaluation, Harding's Right to Read Project 1972-73, "Right to Read In-Service Program, Summer 1973," Volume 3, Number 8 (Oklahoma City Public Schools, 1973) pp. 31-49.

School Year, 1973-1974 BEST COPY AVAILABLE

The 1973-74 school year was the final year of the National Right to Read Program at Harding. The present study attempts to analyze student's growth in achievement in relationship to teacher's degree of participation in the prescribed Right to Read Program activities. In the tables which follow, achievement gains made by students of teachers who, in fact, implement the program objectives were analyzed separately from students of teachers who did not.

Description of the Sample

Table III presents data to describe the student population at Harding at the end of the 1973-74 school year.

TABLE III

STUDENT POPULATION
HARDING 1973-1974

Racial Composition		Sex		Age	
	%		%		%
Spanish	1.0	Boys	51.1	10 years or under	.1
Negro	36.6	Girls	48.9	11	17.9
Oriental	2.1			12	30.0
Indian	3.9			13	39.9
Other	56.6			14 years or over	12.1

All teachers at Harding participated in intensive training. Approximately 1,757 hours of training had been given prior to the beginning of the year. During the year teachers participated in an additional 1,050 hours of in-service

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training. Objectives and activities for training sessions are shown in Appendix B. Social studies, math, science, and language arts team members combined their skills to increase the reading achievement of sixth, seventh, and eighth grade students.

Relationship Between Program Implementation and Student Achievement

Results of achievement tests given to Harding students in 1973-74 are shown in Table IV. Students in Group I were enrolled in classes where a process for the teaching of reading as prescribed by the Right to Read Project staff was implemented. In these classes where the program was fully operational, significant gains were made on eleven of the forty-eight (22.9%) comparisons of pretest and posttest scores. In group II where the program was implemented partially, students showed gains in seven of the thirty-three (21.2%) comparisons between pretest and posttest scores.

Students in Group III did not participate in designated reading activities. It was determined by teachers' self-reports, and substantiated by observation of classes, that materials and techniques presented in the Right to Read training program were not utilized. Only one of the twenty-six (3.8%) paired scores for each class in Group III showed gains which were significant statistically.

Raw Scores

The raw scores of all classes in each group were combined and are shown in Table V. Average scores ($\bar{X}$) and measures of variability within the group (S.D.) were considered. By comparing pretest averages it is shown that Group I began at an achievement level slightly below that of Groups II and III on all three subtests. Posttest scores of Group I who participated in fully operational reading programs showed gains that were statistically

TABLE IV

GATES-MACGINITIE PRETEST TO POSTTEST GAINS FOR EACH CLASS
GRADES 6, 7, AND 8
RESULTS OF STATISTICAL TESTS OF SIGNIFICANCE

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	Speed and Accuracy			Comprehension			Vocabulary		
	t-Value	Level of Significance		t-Value	Level of Significance		t-Value	Level of Significance	
Group I									
Grade 6									
Teacher Code									
1	.92	n.s.		1.13	n.s.		2.35	.05	*
2	2.12	.05	*	.13	n.s.		.32	n.s.	
3	.47	n.s.		1.01	n.s.		.87	n.s.	
4	2.62	.05	*	.45	n.s.		.50	n.s.	
5	2.79	.05	*	.90	n.s.		.96	n.s.	
6	.83	n.s.		.49	n.s.		1.94	n.s.	
Grade 7									
Teacher Code									
7	2.37	.05	*	1.54	n.s.		1.04	n.s.	
8	4.75	.01	**	1.33	n.s.		.28	n.s.	
9	4.87	.01	**	1.02	n.s.		.19	n.s.	
10	.63	n.s.		.72	n.s.		.97	n.s.	

TABLE IV (con't)

BEST COPY AVAILABLE

	Speed and Accuracy			Comprehension			Vocabulary		
	t-Value	Level of Significance		t-Value	Level of Significance		t-Value	Level of Significance	
Group I (con't)									
Grade 8									
Teacher Code									
11	.27	n.s.		.69	n.s.		.99	n.s.	
12	.59	n.s.		.15	n.s.		1.46	n.s.	
Grades 7-8									
Teacher Code									
13	.72	n.s.		.04	n.s.		.57	n.s.	
14	2.36	.05	*	.10	n.s.		.83	n.s.	
15	1.18	n.s.		.38	n.s.		.53	n.s.	
GROUP I TOTAL	4.69	.001	***	3.15	.01	**	3.15	.01	**
Group II									
Grade 6									
Teacher Code									
16	2.27	.05	*	.55	n.s.		1.24	n.s.	
17	1.12	n.s.		.48	n.s.		.39	n.s.	

TABLE IV (con't)

BEST COPY AVAILABLE

	Speed and Accuracy			Comprehension			Vocabulary		
	t-Value	Level of Significance		t-Value	Level of Significance		t-Value	Level of Significance	
Group II									
Grade 6 (con't)									
Teacher Code									
18	.16	n.s.		1.28	n.s.		1.02	n.s.	
19	1.20	n.s.		1.80	n.s.		1.03	n.s.	
20	3.55	.01	**	5.69	.001	***	1.23	n.s.	
Grade 7									
Teacher Code									
21	2.51	.05	*	1.01	n.s.		.13	n.s.	
Grade 8									
Teacher Code									
22	.13	n.s.		2.13	.01	*	1.64	n.s.	
23	.43	n.s.		1.80	n.s.		.88	n.s.	
24	.80	n.s.		.43	n.s.		.12	n.s.	
25	.61	n.s.		.50	n.s.		.64	n.s.	
GROUP II TOTAL	.41	n.s.		3.62	.001	***	2.31	.05	*

TABLE IV (con't)

BEST COPY AVAILABLE

	Speed and Accuracy		Comprehension			Vocabulary	
	t-Value	Level of Significance	t-Value	Level of Significance		t-Value	Level of Significance
Group III							
Grade 6 Teacher Code							
26	1.15	n.s.	.58	n.s.		1.55	n.s.
27			.42	n.s.		1.21	n.s.
28	1.85	n.s.	.52	n.s.		1.23	n.s.
Grade 7 Teacher Code							
29	.55	n.s.	1.15	n.s.		.03	n.s.
30	.07	n.s.	.79	n.s.		.16	n.s.
Grade 8 Teacher Code							
31	.92	n.s.	.04	n.s.		.55	n.s.
32	.94	n.s.	.56	n.s.		.81	n.s.
Grades 7-8 Teacher Code							
33	.24	n.s.					
34			.93	n.s.		1.26	n.s.
GROUP III TOTAL	1.76	n.s.	2.03	.05	*	1.75	n.s.

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significant for each of the three subtests. Group II gained significantly in two areas. Group III who did not participate in a functioning Right to Read Program showed significant gains in only one of the three achievement tests (comprehension).

When scores of every student at Harding were combined, and when pretests and posttests were compared, significant gains were shown on all three reading achievement factors. Large samples are more accurate, other things being equal, than small samples; therefore, tests of significance may yield higher t-values of total group scores in Table V.

Grade Level Scores

Since the school level is grades 6, 7, and 8, the normal reading achievement level would be 7.0 at the beginning of the year. As shown in Table VI, the population at Harding was not at this level on the pretests, nor was each of the three groups. Group II scores were somewhat higher than Group I and III. Three of the twelve gains in achievement scores indicated greater than the expected growth rate of .9 for a school year.

The Right to Read Study for Summer, 1973, analyzed patterns of grade level scores. It was found that changes were greatest on lower grade level intervals; increase in the achievement level of students scoring in higher grade level intervals occurred less frequently. The present study is also concerned with grade level score patterns. Table VII shows the number of students whose grade level scores were in each interval and the pretest-to-posttest changes.

The dotted line in Table VII approximates the expected achievement level norm of the total school which is 7.0 for the pretest and 7.9 for the posttest. In a normal population, fifty percent of the students would be above the norm and fifty percent would be below the norm. As shown by the figures in

TABLE V

GATES-MACGINITIE SCORES BY INSTRUCTIONAL GROUP (ALL GRADES)
1973-1974
PRETEST AND POSTTEST RAW SCORES

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	Speed and Accuracy				Comprehension				Vocabulary			
	I	II	III	TOTAL	I	II	III	TOTAL	I	II	III	TOTAL
Pretest												
$\bar{X}$	17.0	19.3	17.8	17.8	34.9	35.1	35.4	35.1	29.4	31.6	30.4	30.2
S.D.	9.5	9.8	7.5	9.2	13.8	13.4	12.2	13.3	10.9	9.6	9.9	10.3
S.E.	.5	.7	.6	.4	.8	.9	.9	.5	.6	.7	.8	.4
Posttest												
$\bar{X}$	20.4	19.7	19.3	19.9	37.6	39.6	37.9	38.2	31.8	33.8	32.2	32.5
S.D.	9.0	7.8	7.6	8.4	6.6	10.9	10.7	9.0	9.7	9.3	9.1	9.5
S.E.	.5	.6	.6	.3	.4	.8	.8	.3	.5	.7	.7	.4
t value	4.69	.4	1.76	4.41	3.15	3.62	2.03	5.12	3.15	2.31	1.75	4.26
Level of Significance	.001 ***	n.s.	n.s.	.001 ***	.01 *	.001 ***	.05 **	.001 ***	.01 *	.05 **	n.s.	.001 ***

$p(120) < .05 = 1.96$

$p < .01 = 2.58$

$p < .001 = 3.29$

TABLE VI

GATES-MACGINITIE SCORES BY INSTRUCTIONAL GROUP (ALL GRADES)
PRETEST AND POSTTEST GRADE LEVEL SCORES

BEST COPY AVAILABLE

	Speed and Accuracy				Comprehension				Vocabulary			
	Group				Group				Group			
	I	II	III	School Total	I	II	III	School Total	I	II	III	School Total
	GRADE SCORES				GRADE SCORES				GRADE SCORES			
Pretest	5.3	6.3	5.8	5.8	5.5	5.5	5.5	5.5	5.3	6.0	5.6	5.6
Posttest	6.8	6.8	6.3	6.8	6.0	6.5	6.0	6.0	6.0	6.6	6.0	6.3
Gain	1.5	.5	.5	1.0	.5	1.0	.5	.5	.7	.6	.4	.7
Growth Rate	+	-	-	+	-	+	-	-	-	-	-	-

TABLE VII

GATES-MACGINITIE READING TEST
PRETEST AND POSTTEST SCORES
GRADES 6, 7, AND 8
HARDING MIDDLE SCHOOL
1973-1974
FREQUENCY OF STUDENTS AT EACH GRADE LEVEL
IN READING ACHIEVEMENT

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	Speed and Accuracy			Vocabulary			Comprehension		
Grade Level	Pretest	Posttest	Difference	Pretest	Posttest	Difference	Pretest	Posttest	Difference
A) 1.8 to 2.9	87	41	- 46	47	21	- 26	56	22	- 34
B) 3.0 to 4.1	138	80	- 58	113	80	- 33	119	97	- 22
C) 4.2 to 5.3	157	133	- 24	160	151	- 9	131	106	- 25
D) 5.4 to 6.5	110	104	- 6	86	110	+ 24	98	120	+ 22
Subtotal	492	358	-134	406	362	- 44	404	345	- 59
	69%	51%		57%	52%		58%	49%	
E) 6.6 to 8.0	47	86	+ 39	116	122	+ 6	68	78	+ 10
F) 8.1 to 9.8	59	76	+ 17	95	95	0	91	86	- 5
G) 9.9 to 11.0	17	36	+ 19	64	57	- 7	56	62	+ 6
H) 11.1 to 12.0	99	141	+ 42	26	61	+ 35	77	132	+ 55
Subtotal	222	339	+117	301	335	+ 34	292	358	+ 66
	31%	49%		43%	48%		42%	51%	
Chi-Square Value	$X^2 = 61.65$			$X^2 = 33.35$			$X^2 = 37.49$		
Level of Significance	$p < .01$			$p < .01$			$p < .01$		

X^2 $p_{(7df)} < .05 = 14.07$ $p_{(7df)} < .01 = 18.48$

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Table VII, Harding students pretest scores were below the grade level achievement norm 19% in Speed and Accuracy, 7% in Vocabulary, and 8% in Comprehension. However, on the posttest, this discrepancy had decreased and, generally, the student population was achieving at the norm.

The shifting of scores from lower grade levels to higher levels was significant as shown by chi-square tests. With one exception, changes were greatest in the lower grade levels. There was an increase in the highest grade level interval (11.1 to 12.0) of forty-two students. Assuming that students who were included in this interval on the posttest also had high reading achievement on the pretest, it may be concluded that the special reading instruction given to these students was highly successful.

Figures 1, 2, and 3 are derived from the data in Table VII. The graphs are visual representation of the pattern of change in grade level achievement discussed above. Open bars present pretest scores of Harding students and solid bars depict posttest scores. The most desirable pattern is for bars on the left side of the graph to diminish and for bars on the right side of the graph to increase. The expected shape of the graph, overall, would be that of a normal curve.

Aptitude and Achievement Test Results: 1973-1974

How did the achievement and aptitude of students at Harding compare to that of other students in the District and nation?[8] Table VIII shows this information. In both aptitude and achievement local average scores were below national norms. Harding students' scores on the Otis-Lennon Mental (administered in seventh grade only) were below the district norm. Grade

---

[8]Ron Schnee, 1973-1974 Standardized Test Report, Volume 4, Number 6, (Oklahoma City Public Schools, 1974).

Figure 1. Gates-MacGinitie Pretest-Posttest Scores
SPEED AND ACCURACY
Harding 1973 - 1974 Grades 6, 7, & 8

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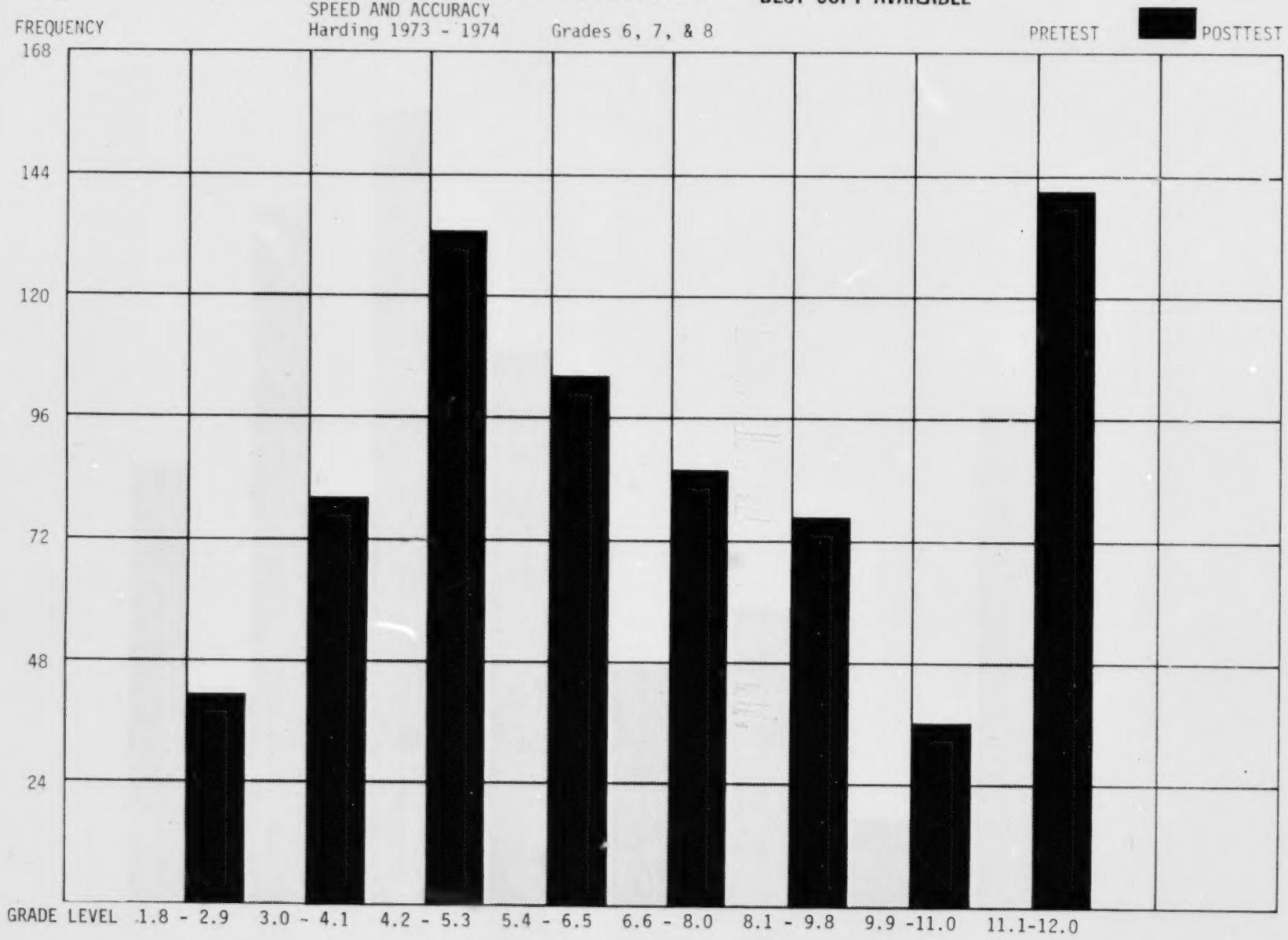

Figure 2. Gates MacGinitie Pretest-Posttest Scores
VOCABULARY
Harding 1973 - 1974 Grades 6, 7, & 8

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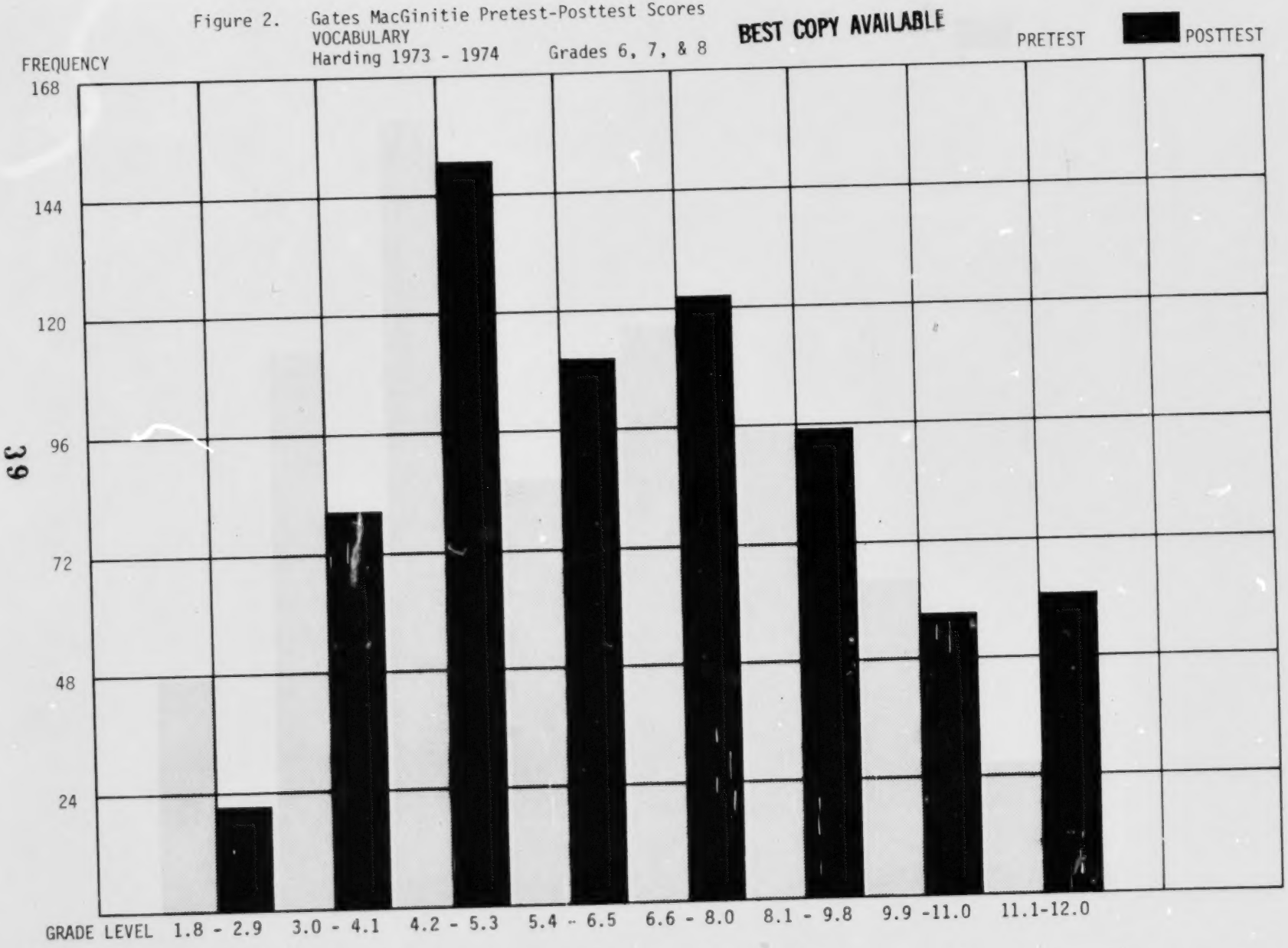

Figure 3. Gates-MacGinitie Pretest-Posttest Scores
COMPREHENSION
Harding 1973 - 1974 Grades 6, 7, & 8

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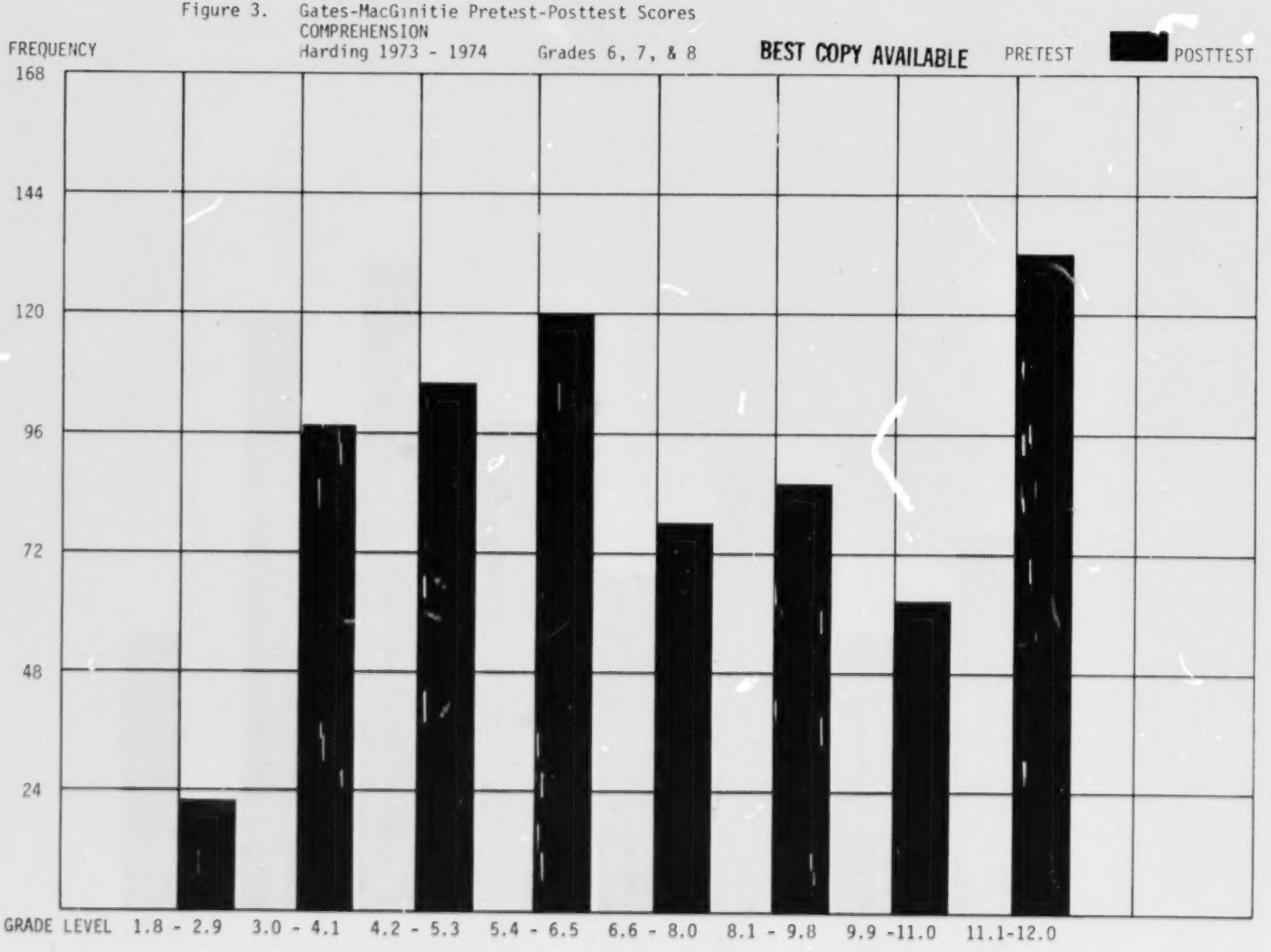

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equivalent scores on the Metropolitan Achievement Tests for total reading in grades 6, 7, and 8 at Harding were equal to or higher than the local norm. All other scores were below the District and local averages.

TABLE VIII

APTITUDE AND ACHIEVEMENT TESTS
1973-1974 RESULTS

Subtest	Grade in School	Grade Equivalent National Norm	Grade Equivalent Local Norm	Grade Equivalent Harding Norm
Total Reading	6	6.6	5.6	5.5
Language		7.0	4.5	4.6
Total Math		6.6	5.7	5.3
Total Reading	7	7.3	6.1	6.2
Language		7.8	5.9	5.4
Total Math		7.3	6.4	5.9
Aptitude (OLMA)		50%ile	41.1%ile	40%ile
Total Reading	8	8.4	6.9	6.9
Language		9.0	6.1	5.7
Total Math		8.2	7.3	6.9

Summer, 1974

Results of Achievement Tests

A description of the student population in the 1974 summer program is presented in Diagrams I and II and in Appendix C. The grade level which students had completed during the 1973-74 school year ranged from fourth to ninth. The average grade level of students was approximately 6.4 with a larger number of male students enrolling. Grade achievement level in three skill areas ranged from an average of 4.7 to 5.5 on the pretest and 4.8 to 5.9 on the posttest.

As shown in Table IX growth in achievement during the six weeks of reading instruction was significant for the skills of vocabulary, comprehension, and speed and accuracy. Table X compares achievement gains during

RIGHT TO READ SUMMER SESSION
1974

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DIAGRAM I

STUDENT ENROLLMENT BY GRADE AND SEX

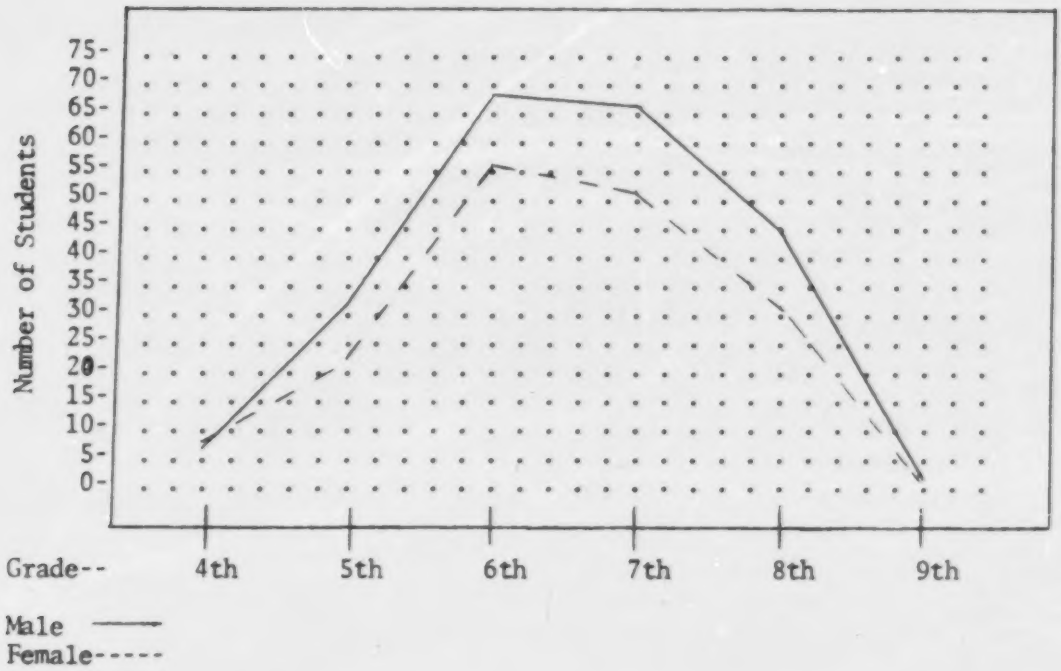

DIAGRAM II

TOTAL STUDENT ENROLLMENT BY GRADE

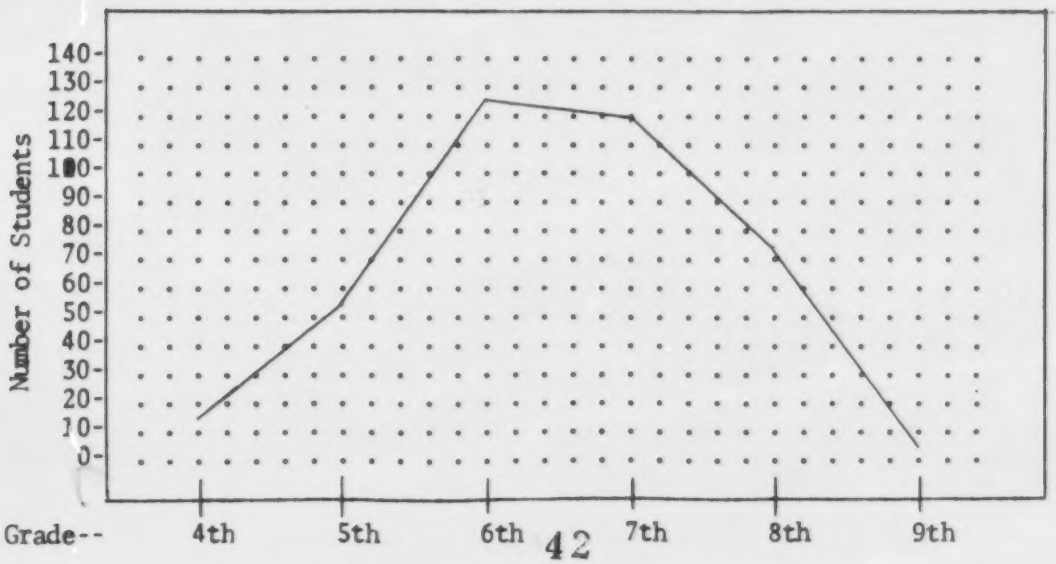

TABLE IX

GATES MACGINITIE SCORES
HARDING MIDDLE SCHOOL
SIX WEEK SUMMER SESSION
1974

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Subtest	Raw Score Average		Grade Level Scores			t-value	Level of Significance
	Pretest	Posttest	Pretest	Posttest	Gain		
Vocabulary	25.3	26.9	4.7	5.0	.3	2.59	.01
Comprehension	28.8	29.8	4.7	4.8	.1	2.50	.05
Speed and Accuracy	15.5	16.9	5.5	5.9	.4	4.50	.001
	$p_{(\infty)} < .05 = 1.96$		$p < .01 = 2.576$			$p < .001 = 3.29$	

TABLE X

GATES MACGINITIE READING TESTS
PRETEST TO POSTTEST GAINS

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Instructional Period	Amount of Instruction	Speed and Accuracy Gain	Learning Ratio*	Comprehension Gain	Learning Ratio	Vocabulary Gain	Learning Ratio
	Months	Months		Months		Months	
Expected Gain	1	1	1.0	1	1.0	1	1.0
Summer 1972	2	14	7.0	9	4.5	9	4.5
School Year 1972-1973	9	10	1.1	7	0.8	3	0.3
Summer 1973	1	6	6.0	1	1.0	2	2.0
School Year 1973-1974	9	10	1.1	5	0.6	7	0.8
Summer 1974	1.5	5	2.7	1	0.7	3	2.0

* $\frac{\text{Gain in Months}}{\text{Amount of Instruction}}$

this period to gains made during other phases of the program with different student populations. For each month in the program, the 1974 summer group gained 2.7 months in speed and accuracy; .7 month in comprehension; and 2.0 months in vocabulary. These gains were less than those gains made by student groups in the nine-month programs.

Evaluation of Program by Participants

The teacher's perception of the value of in-service training identified the strengths and weaknesses of the 1974 summer program. Table XI shows the degree to which objectives were met. Of most value was training in the use of multilevel materials to provide for individual reading differences, recognition of reading difficulties, and teaching reading in various content areas (objectives 2, 6, and 5). Student benefits as perceived by teachers were greatest in sight and content vocabularies. Parent objectives were not achieved in the areas of in-service participation as aides and in direct instructional roles. It was concluded by the task force that parent involvement was limited by lack of class proximity to the school and the number of families having both parents employed. A detailed description of in-service training as perceived by teachers in the 1974 summer program is shown in Appendix C.

Middle School Reading Survey

Total Score

Total scores on the survey designed to measure teaching methods and materials in the middle schools are shown in Table XII. Analysis of variance and t-tests for significant differences in scores were applied to the data. Only for teachers of seventh grade classes were Harding scores significantly different than those of other teachers in the district. This means that,

TABLE XI

EVALUATION OF 1974 SUMMER PROGRAM BY PARTICIPANTS

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OBJECTIVE	DEGREE TO WHICH OBJECTIVE REACHED			
	Completely	Adequately	Partially	Not At All
1. Materials development of multimedia-approach type.		X		
2. Utilize multi-level materials to provide for individual reading differences.	X			
3. Identifying skills inherent in content area and develop methods for their development in cross discipline approach.		X		
4. Each interdisciplinary team will develop a reading program to meet the individual needs of their team of students.			X	
5. Content area and elective teachers will participate in Right to Read in-service sessions.	X			
6. Teachers will recognize reading difficulties.	X			
7. Each teacher will improve his ability to teach reading through his content area.		X		
8. Student will react with feeling to that which he reads.		X		
9. Student will participate in a variety of sensory experiences.		X		
10. Student will develop literary taste in written materials.			X	
11. Student will increase his sight vocabulary.	X			
12. Student will develop content vocabularies.	X			
13. Student will improve word attack skills.		X		
14. Student will improve ability to obtain specific information through reading.		X		
15. Student will develop a variety of comprehension strategies.		X		
16. Student will improve ability to adapt reading skills to materials in content areas.		X		

TABLE XI (con't)

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OBJECTIVE	DEGREE TO WHICH OBJECTIVE REACHED			
	Completely	Adequately	Partially	Not At All
17. Student will participate in success experiences.		X		
18. Student will self-direct his reading development.			X	
Parent Objectives				
19. Will participate in in-service to serve as teacher aides in the classroom				X
20. Will participate in in-service program in order to function in direct instructional roles.				X
21. A parent will serve as a volunteer coordinator to provide communication between community and school.			X	
22. Information seminars will be conducted for all parents of Harding students.			X	

TABLE XII

MIDDLE SCHOOL READING TECHNIQUES
SCORES ON THE SURVEY
1973-1974

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		GRADE LEVEL					
		6	7	8	7-8 Combined	6-7-8 Combined	EMH
District	$\bar{X}$	143.13	132.53	135.30	154.00	133.17	152.67
	S.D.	33.26	27.67	37.18	22.14	36.31	24.51
	S.E.	4.57	4.75	6.79	9.04	10.48	8.17
	N	53	34	30	6	12	9
Harding	$\bar{X}$	140.00	118.20	133.56	156.75	123.75	145.00
	S.D.	34.70	25.57	41.45	23.66	38.69	33.00
	S.E.	8.67	8.09	13.82	11.83	13.68	23.33
	N	16	10	9	4	8	2
t value		.86	3.99	.38	.60	1.92	1.37
Level of Significance		n.s.	.01	n.s.	n.s.	n.s.	n.s.

with one exception, the instrument did not detect differences in the general teaching style of teachers who were in the Right to Read Program and other middle school teachers who were not.

Standard deviations (S.D.) were large for both groups indicating a large variation in teaching styles. This means that individual scores were widely scattered. When groups are not homogeneous differences in average scores must be quite large to show significance statistically. Scores indicate that no single method for teaching reading characterizes either group. Teachers in the District and in the Right to Read Project showed inconsistency in the amount of time spent in and manner of diagnosing reading problems; developing skills through reading experiences; organizing based on results of diagnostic tests; class organization; instructional techniques; availability of materials; in-service training; and reading approach.

Item Comparisons

Although scores for the District and Harding showed no major differences in total teaching style, an item analysis of the survey does show certain deviations from the norm. Tables XIII through XX provide data upon which the following analyses and conclusions were based. The instrument used in the survey is shown in Appendix A. For most of the items, a five point scale was given and interpreted in this manner:

0 does not apply
1 never
2 occasionally
3 frequently
4 usually
5 always

An average score of 2.5 or greater indicates that a particular teaching technique was utilized by teachers. A score below 2.5 indicates that teachers generally do not employ a method. Most of the techniques listed in Table XIII

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are used generally by teachers at all grade levels in the District and at Harding. One exception is the measurement of student performance in terms of achievement relative to the rest of the class. District and Harding teachers only occasionally use this technique. Another exception is that diagnostic tests to determine individual learning needs were reported by Harding teachers to have been used infrequently.

Factor Comparisons

Assessing Students' Needs (Table XIII)

Diagnostic techniques itemized below did not differ significantly between grade levels (within groups) or for District and Harding teachers (between groups) for:

a. Frequency of use of diagnostic tests to determine individual needs;
b. Measurement of student performance
   1) in terms of achievement relative to the rest of the class, and
   2) in terms of his own progress;
c. Entry of individual student records in a grade book;
d. Maintenance of individual progress folders;
e. Access of student records;
f. Informing students of progress weekly; and
g. Range in reading achievement

Class Organization Based on Results of Diagnostic Tests (Table XIV)

Based on results of tests to diagnose the reading problems of students in what way do teachers organize students for instruction? The data shows that the organization of EMH classes significantly differs from the organization in other classes. This difference is greatest for grade levels 6-7-8 and 7 compared to EMH at Harding. Differences are in the areas of reinforcing skills, introducing skills, enriching skills, and providing the mastery test to determine individual learning needs.

TABLE XIII

ASSESSING STUDENTS' NEEDS
MIDDLE SCHOOL READING SURVEY
1973-1974

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	Average Scores*											
	District						Harding					
	Grade Level											
	6	7	8	7-8	6-7-8	IMI	6	7	8	7-8	6-7-8	IMI
1. How often are diagnostic tests used to determine individual learning needs?	2.7	2.8	2.7	2.5	2.9	3.6	2.3	2.2	2.0	2.5	2.9	3.5
2. Is student performance measured in terms of achievement relative to the rest of the class?	2.2	2.5	2.3	1.5	2.4	1.3	1.9	2.1	2.1	1.3	2.8	2.5
3. Is a student's performance measured in terms of his own program?	4.1	3.8	3.7	4.2	4.4	4.8	4.3	3.7	3.3	4.5	4.4	5.0
4. Are individual student records entered in a grade book?	4.0	3.5	4.1	3.9	3.3	4.1	3.5	3.1	4.6	3.5	3.5	5.0
5. Are individual progress folders maintained?	2.9	3.1	3.9	4.8	2.5	4.6	2.6	3.0	2.7	5.0	1.7	3.5
6. Do students have access to these records?	3.1	3.2	3.2	4.3	3.3	3.6	3.2	3.1	2.8	5.0	2.8	2.5
7. Are students kept informed of their progress at least weekly?	3.5	3.2	3.4	3.8	3.6	3.9	3.4	3.3	3.2	4.0	3.3	4.0

TABLE XIII (con't)

	Average Scores*											
	District						Harding					
	Grade Level											
	6	7	8	7-8	6-7-8	EMH	6	7	8	7-8	6-7-8	EMH
8. The range in reading achievement level of students in one of my classrooms is approximately: 5=5 levels or more; 4=4 levels; 3=3 levels; 2=2 levels; and 1=1 level.	4.1	4.1	4.1	4.7	4.5	3.8	4.6	4.7	4.0	4.8	4.4	2.5

* Interpretation of Rating Scale from which scores were derived.

5 = always
4 = usually
3 = frequently
2 = occasionally
1 = never
0 = does not apply

TABLE XIV

CLASS ORGANIZATION BASED ON RESULTS OF DIAGNOSTIC TESTS
MIDDLE SCHOOL READING SURVEY
1973-1974

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	AVERAGE SCORES*											
	District						Harding					
	Grade Level											
	6	7	8	7-8	6-7-8	EMH	6	7	8	7-8	6-7-8	EMH
9. Reinforcing skills	3.4	2.8	2.9	3.2	2.7	4.1	2.9	2.1	3.1	3.3	1.8	4.5
10. Introducing skills	3.3	2.6	2.7	3.5	2.8	4.3	2.7	2.0	2.9	3.0	1.9	4.5
11. Enriching skills	3.4	2.9	2.8	2.8	2.8	4.2	3.0	2.2	3.1	3.3	1.9	4.5
12. Providing a mastery test to determine individual learning needs	2.8	2.8	2.9	2.8	2.4	4.0	2.9	2.4	3.0	2.8	1.6	4.0
13. Providing ways for students to evaluate performance for each objective	3.2	2.9	3.0	2.8	3.2	3.6	3.0	2.6	2.9	2.8	2.9	4.0
14. Allowing groups to change membership, or be formed as learning needs arise	3.7	3.4	3.4	3.3	3.8	3.5	3.1	2.8	3.3	3.5	3.4	4.0

* Interpretation of Rating Scale from which scores were derived.

5 = always
4 = usually
3 = frequently
2 = occasionally
1 = never
0 = does not apply

In grade seven and combined 6-7-8 grade classes at Harding, these types of organization are only occasionally provided; whereas, EMH classes usually organize in these ways based on diagnostic tests.

Skill Development Through Reading Experiences (Table XV)

Table XV data shows the frequency of teaching for development of skills through reading experiences. In general, teachers at all grade levels in the District provide experiences to develop word attack, comprehension, reference and study, pleasure reading, and literary skills. This is indicated by scores of 2.5 or greater. Harding teachers of seventh grade classes only provide experiences in pleasure reading and do not generally provide for other types of skill development. At the eighth grade level, experiences are consistently provided for word attack, comprehension, and reference and study skills only. In combined 6-7-8 classes, word attack, reference and study skills, and literary skills are only occasionally developed through reading experiences. Each of the skills is emphasized most by Harding teachers of 7-8 grade combined and EMH classes. There is also more frequent use of reading experiences to develop these skills in combined 7-8 grade and EMH classes in the District.

Class Organization (Table XVI)

Grouping in various ways for instruction is usually done by teachers at all grade levels in the District and at Harding. Discussion groups are used less frequently with combination 6-7-8 grade classes than with other classes. The planning of individual programs occurs more frequently in EMH classes. Students in one class are more often working on the same assignment in the seventh grade; whereas, teachers of other classes report only occasional use of class assignment.

TABLE XV

SKILL DEVELOPMENT THROUGH READING EXPERIENCES
MIDDLE SCHOOL READING SURVEY
1973-1974

	Average Scores*											
	District						Harding					
	Grade Level											
	6	7	8	7-8	6-7-8	EMH	6	7	8	7-8	6-7-8	EMH
15. Word attack skills	3.7	3.1	3.5	3.3	2.7	4.2	3.1	2.4	3.0	3.5	2.0	4.0
16. Comprehension skills	3.7	3.1	3.6	3.8	3.3	4.2	3.1	2.2	3.0	4.3	2.8	4.0
17. Reference and study skills	3.6	3.0	3.6	3.8	2.8	3.9	3.1	2.3	3.1	4.0	2.3	4.0
18. Pleasure reading	3.6	3.2	3.5	4.2	3.2	4.0	2.6	2.5	2.3	4.5	3.3	4.0
19. Literary skills	3.4	2.8	3.3	3.5	2.5	3.4	2.5	1.9	2.3	4.0	2.3	2.5

* Interpretation of Rating Scale from which scores were derived.

5 = always
4 = usually
3 = frequently
2 = occasionally
1 = never
0 = does not apply

TABLE XVI

CLASS ORGANIZATION
MIDDLE SCHOOL READING SURVEY
1973-1974

	Average Scores*											
	District						Harding					
	Grade Level											
	6	7	8	7-8	6-7-8	EMH	6	7	8	7-8	6-7-8	EMH
20. Achievement groups	3.2	2.6	2.5	3.2	2.8	2.9	2.9	1.4	2.0	2.8	2.4	4.0
21. Discussion groups	3.1	2.8	3.1	3.8	2.3	3.6	3.0	2.8	2.9	3.8	2.6	3.5
22. Special interest group	3.0	2.7	2.9	3.5	2.6	3.2	3.1	2.6	2.9	3.8	2.9	3.0
23. Skill study groups	3.3	2.9	2.8	3.2	3.3	3.5	3.2	2.1	3.0	3.5	3.0	4.0
24. Individual program	2.9	2.4	2.6	2.8	3.2	4.2	3.1	2.4	2.8	3.3	2.6	3.5
25. Student planned program	2.5	2.1	2.1	2.7	3.0	2.9	2.6	2.1	1.9	3.0	3.0	3.0
26. Class assignment	2.3	3.0	2.7	2.0	2.1	1.7	2.2	2.8	2.3	1.8	2.4	1.5
27. Small group	3.1	2.9	3.1	3.7	2.9	3.0	3.2	3.0	3.6	3.5	3.0	4.0

* Interpretation of Rating Scale from which scores were derived.

5 = always
4 = usually
3 = frequently
2 = occasionally
1 = never
0 = does not apply

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Achievement grouping is done less often at Harding than in the District; this is the situation at each grade level except for EMI classes at Harding. Skill study groups in Harding seventh grade classes are used only occasionally. In the District, student planned programs are not generally used in seventh or eighth grade classes.

Instructional Techniques (Table XVII)

Techniques for the teaching of reading that are used less frequently than others, both in the District and at Harding, are field trips, lecture, role playing, and creative dramatics. There is extensive use of contracts at every grade level. Learning stations are more often found in classrooms where grade levels have been combined. Learning games and instructional packages are frequently used only in EMI classes.

Availability of Materials (Table XVIII)

Table XVIII shows teachers' perception of the availability of materials used to teach reading. Although the Right to Read Program furnished additional funds for materials, teachers in all middle schools indicated that materials generally were available to the same extent. Slight differences in average scores, such as that in the range of reading materials at Harding and in the District, were not large enough to be significant statistically. Largest differences were found between the scores for EMI classes at Harding and District norms for availability of various materials.

A 2.5 average may be accepted as the dividing point between materials generally available or unavailable. Table XVIII can be studied to show whether or not each type of media was available at each grade level, e.g., record players were unavailable to 6, 7, and 8 or 7-8 classes at Harding. The tachistoscope is seldom in use in single grade level middle school classes; combined classes use the tachistoscope occasionally.

TABLE XVII

INSTRUCTIONAL TECHNIQUES
MIDDLE SCHOOL READING SURVEY
1973-1974

	Average Scores*											
	District						Harding					
	Grade Level											
	6	7	8	7-8	6-7-8	EMH	6	7	8	7-8	6-7-8	EMH
28. Lecture	2.1	2.0	2.4	2.2	1.8	1.5	2.0	1.7	2.7	2.3	1.9	1.0
29. Question and answer (class)	3.0	3.0	3.4	3.5	2.1	2.4	2.9	2.6	3.2	3.5	2.0	2.0
30. Question and answer (group)	3.2	2.8	2.9	3.5	2.3	2.3	3.1	2.2	2.9	3.5	2.1	3.0
31. Question and answer (individual)	3.3	3.0	3.3	3.3	2.8	3.6	3.4	2.4	3.0	3.5	2.3	5.0
32. Contracts	4.8	4.9	4.9	5.3	4.7	4.8	4.8	4.2	4.3	5.5	5.0	5.0
33. Silent reading	3.2	3.0	3.4	2.3	2.7	3.3	3.2	2.1	3.2	2.0	2.3	4.0
34. Oral reading	2.8	2.8	2.9	2.3	2.3	3.6	2.4	2.2	1.7	2.0	2.3	3.5
35. Instructional kits and packages	2.2	2.0	2.5	3.2	2.5	3.5	2.9	2.1	2.6	3.3	2.0	4.0
36. Field trips	1.7	1.8	2.1	1.7	1.5	2.0	2.5	2.3	2.6	1.8	1.4	2.0
37. Class projects	2.5	2.7	2.4	3.8	1.8	2.2	3.0	2.8	3.3	3.8	1.8	0.0

* Interpretation of Rating Scale from which scores were derived.

TABLE XVII (con't)

	Average Scores*											
	District						Harding					
	Grade Level											
	6	7	8	7-8	6-7-8	EMH	6	7	8	7-8	6-7-8	EMH
38. Creative dramatics	2.4	2.4	2.1	2.3	1.8	1.9	2.0	1.8	1.6	2.3	2.1	2.5
39. Role playing	2.4	2.5	2.1	2.2	1.5	2.3	1.9	2.0	1.7	1.1	1.8	2.5
40. Learning stations	2.5	2.4	2.3	3.5	3.2	3.1	2.9	3.1	3.0	3.5	3.0	3.5
41. Learning games	2.8	2.7	2.9	3.0	3.0	3.8	3.1	3.0	2.7	3.3	3.0	4.0

* Interpretation of Rating Scale from which scores were derived.

5 = always
4 = usually
3 = frequently
2 = occasionally
1 = never
0 = does not apply

TABLE XVIII

AVAILABILITY OF MATERIALS
MIDDLE SCHOOL READING SURVEY
1973-1974

	Average Scores*											
	District						Harding					
	Grade Level											
	6	7	8	7-8	6-7-8	EMH	6	7	8	7-8	6-7-8	EMH
42. Cassette	2.2	1.8	2.2	3.5	2.8	3.1	2.6	1.9	2.3	3.5	2.8	2.0
43. Tape recorders	2.5	1.8	1.9	2.0	3.2	3.3	2.6	1.4	2.1	1.8	3.4	2.5
44. Earphones	1.8	1.4	1.5	3.0	2.7	3.0	2.1	1.6	1.6	3.3	2.6	1.0
45. Filmstrip projector	3.0	2.6	3.0	2.8	2.5	3.0	3.2	2.7	3.0	2.5	2.4	4.0
46. Overhead projector	2.8	2.7	3.0	2.8	1.7	2.9	3.1	3.0	3.6	3.0	1.3	4.0
47. Film projector	2.6	2.5	3.0	2.7	1.7	2.8	2.5	2.1	3.2	2.5	1.9	3.5
48. Record player	2.7	2.5	2.7	2.5	2.8	2.6	2.4	2.0	2.2	2.3	3.4	3.0
49. Tachistoscope	1.4	1.1	0.9	0.5	1.9	1.5	1.7	0.8	0.7	0.5	1.9	1.0
50. Range of reading materials	3.8	3.8	4.0	4.2	3.6	3.6	4.2	4.3	3.8	4.3	3.5	2.5

* Interpretation of Rating Scale from which scores were derived.

5 = always 4 = usually 3 = frequently 2 = occasionally 1 = never 0 = does not apply

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In-Service Training (Table XIX)

How much in-service training to teach reading in their content area have teachers had? Teachers at Harding reported an average of 16 to 20 hours per teacher and other middle schools reported approximately 11 to 15 hours per teacher. In the future teachers in the District preferred to have in-service training in other buildings; Harding teachers showed preference for training sessions in their own building. An exception to this were EMH teachers at Harding who preferred training on the college campus and EMH teachers in the District who preferred training in their own building.

When asked if the need for in-service existed, middle school teachers indicated that the need was greatest in the areas of diagnostic techniques and individualized instruction. There was wide-spread concern in the District for having in-service training in all areas; least need was shown in the use of learning stations. Expressed interest in training was somewhat higher at Harding than in the other middle schools.

Preference in Reading Approach (Table XX)

Teachers' preferences in reading approach are ranked below:

Approach	District Preference	Harding Preference
Multi-Media, Nongraded	1	1
Programmed Reading Materials	2	4
Language Experience	3	2
Predominantly Phonics	4	3
Basal Reader	5	7
Library Centered	6	5
Predominantly Sight	7	6

TABLE XIX

IN-SERVICE TRAINING
MIDDLE SCHOOL READING SURVEY
1973-1974

	Average Scores*											
	District						Harding					
	Grade Level											
	6	7	8	7-8	6-7-8	EMH	6	7	8	7-8	6-7-8	EMH
51. How much in-service training have you had to teach reading in your content area?	3.2	2.7	2.9	3.5	3.2	3.8	3.3	3.8	2.2	4.0	3.1	4.5
52. How would you prefer to receive further training in the teaching of reading?	3.1	3.1	3.3	2.7	2.5	3.8	3.5	3.4	4.0	3.3	3.6	2.0
53. Do you feel the need for in-service on diagnostic techniques?	0.6	0.8	0.9	0.8	0.6	0.9	0.8	0.8	1.0	0.8	0.9	1.0
54. Do you feel the need for in-service on small group instruction?	0.6	0.7	0.7	1.0	0.7	0.7	0.7	0.7	0.9	1.0	0.8	1.0
55. Do you feel the need for in-service on individualized instruction?	0.6	0.8	0.9	1.0	0.7	0.9	0.9	0.8	1.0	1.0	0.8	1.0
56. Do you feel the need for in-service on peer tutoring?	0.5	0.7	0.7	1.0	0.8	0.9	0.6	0.7	0.7	1.0	0.9	1.0

Item 51 1 = 1-5 hours; 2 = 6-10 hours; 3 = 11-15 hours; 4 = 16-20 hours; 5 = 21 hours or more
Item 52 0 = would not be interested; 1 = by individual study; 2 = on college campus; 3 = another school; 4 = in own building; 5 = at the Central Office
Item 53-60 0 = No 1 = Yes

TABLE XIX (con't)

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	Average Scores*											
	District						Harding					
	Grade Level											
	6	7	8	7-8	6-7-8	EMH	6	7	8	7-8	6-7-8	EMH
57. Do you feel the need for in-service on classroom organization?	0.5	0.7	0.6	1.0	0.6	0.5	0.6	0.6	0.6	1.0	0.7	1.0
58. Do you feel the need for in-service on learning stations?	0.6	0.7	0.8	0.4	0.6	0.7	0.6	0.4	0.8	0.3	0.8	1.0
59. Do you feel the need for in-service on middle school concept?	0.5	0.5	0.6	1.0	0.7	0.6	0.5	0.5	0.9	1.0	0.9	1.0
60. Do you feel the need for in-service on use of volunteers?	0.5	0.8	0.8	0.6	0.7	0.8	0.6	0.8	0.9	0.5	0.9	0.5

Item 53-60

1 = Yes
0 = No

TABLE XX

REFERENCE IN READING APPROACH
MIDDLE SCHOOL READING SURVEY
1973-1974

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	Average Scores*											
	District						Harding					
	Grade Level											
	6	7	8	7-8	6-7-8	EMH	6	7	8	7-8	6-7-8	EMH
61. Basal reader	3.9	4.0	4.2	5.5	6.0	5.0	5.4	5.8	5.3	7.0	5.7	0.0
62. Language experience approach to reading	3.4	3.7	3.0	3.3	3.4	4.0	2.7	2.8	3.0	2.5	2.3	0.0
63. Library centered reading approach	5.1	4.7	4.4	4.8	5.4	5.6	5.4	4.7	3.5	4.5	5.7	0.0
64. Programmed reading materials	3.9	3.4	3.5	3.0	3.8	2.2	3.0	3.7	4.0	3.5	4.3	0.0
65. Predominantly phonics approach	3.4	3.5	4.6	3.8	3.2	3.4	3.4	2.8	4.8	3.5	3.7	0.0
66. Predominantly sight approach	5.3	5.3	6.1	5.5	5.2	5.6	5.7	4.2	5.5	5.5	5.3	0.0
67. Multi-media nongraded approach	2.9	3.5	2.1	2.3	1.0	2.2	2.4	4.0	2.0	1.5	1.0	0.0

* Interpretation of Rating Scale from which scores were derived.

5 = always
4 = usually
3 = frequently
2 = occasionally
1 = never
0 = does not apply

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CHAPTER III

SUMMARY AND CONCLUSIONS

Effects of the Program

One of the strengths of the Right to Read Program was the development of teachers' skills in teaching reading in the content areas. This development is necessary because reading is not given adequate emphasis in many teacher training institutions. The retraining of classroom teachers in the skills and techniques of teaching reading, demands a systematic developmental process over a period of several months and years. Only a small portion of the faculty at Harding, prior to the final phase of the project, had extensive training.

When training time is limited to a few hours a day, for only a few days out of a year, the process takes longer. But the unity of effort and the gradual development of teaching skills of the Harding teachers; and the refinement of those skills after intensive in-service training was observed.

The effectiveness of teachers in all content areas who participated in training and practiced newly acquired teaching skills in the classroom was related to reading achievement gains of students.

a. Students in classrooms where the program was partially or fully operational showed significant gains in speed and accuracy (1.5 grade level gain) and comprehension (1.0 grade level gain).
b. Greatest gains in vocabulary occurred in scores of students in classes where the program was fully or partially operational. (See Table V, page 23 and Table VI, page 24.)
c. Students in classrooms where the program was not operational (Group III in Tables V and VI), did not show significant gains in any of the three skill areas.

Achievement Gains for Each Phase of the Project

As a rule, students in each program phase were below grade level in reading achievement and had not achieved normal growth in reading skills prior to enrollment at Harding. The teaching of students who are two or more years behind in reading is a very difficult process. We usually think of average growth for a student as one year's growth for each year in school. Of course, all students do not grow at such a predictable rate.

A student in eighth grade who is reading on the third grade level has not "grown" at all in reading for the past six years. He is now six years below grade level, and the difficulties of bringing this student to his operant level are many. We cannot expect "normal" growth, but we can expect improvement over a long period of time with some specific skill instruction.

Considering the problem discussed above, results of achievement tests show positive effects from the Right to Read Program.

a. The data shown in Table X, page 33, indicates that students in each project phase had an average achievement growth rate in speed and accuracy equal to or greater than expected.
b. Comprehension gains in the 1972 and 1973 summer phases were equal to or greater than normal:

Summer	Comprehension Gain
1972	9 months
1973	1 month

c. In vocabulary students in each of the three summer programs made significant gains:

Summer	Vocabulary Gain
1972 (2 months)	9 months
1973 (1 month)	2 months
1974 (1.5 months)	3 months

d. In the three reading skill areas gains were greatest for speed and accuracy and least for comprehension. Figures in Table XXI, page 56, show a ratio of gain in months to months of instruction. Overall gains for the entire program are greater than normally expected.

TABLE XXI

ACHIEVEMENT GAIN RATIO

EXPECTED	Speed and Accuracy	Comprehension	Vocabulary
Expected	1.0	1.0	1.0
Summer 1972	7.0	4.5	4.5
School Year 1972-1973	1.1	0.8	0.3
Summer 1973	6.0	1.0	2.0
School Year 1973-1974	1.1	0.6	0.8
Summer 1974	2.7	0.7	2.0
AVERAGE	3.2	1.4	1.8

e. Test results from the 1973 summer and 1973-1974 school year programs show a pattern of greater growth for students at lower grade achievement levels. (See Figures 1, 2, and 3 pages 27-29.)

Problems Associated with the Use of Standardized Tests

Standardized test scores were the most readily available evidence of program effects. However, achievement scores such as those shown in the present study are somewhat misleading. Parallel forms of the Gates-MacGinitie Reading Tests were used during each program phase. It was possible for an eighth grade student to have been tested ten times with the instrument. Although this would have been an exception rather than the rule, excessive testing could lead to low motivation and unreliable scores.

Secondly, scores which are extreme distances from the mean, i.e., two grade levels or more, are much less reliable than scores nearer the mean. A third problem is in the inconsistent gains shown by pre-to-posttest changes in scores. For speed and accuracy a single additional score point on the posttest can move a student from 11.0 to 12.0 grade level achievement. This may account for the pattern shown in Figure 1, page 27, in the 11.0 to 12.0 interval.

Another disadvantage of standardized tests is that the results are of little value in individualized instruction. Criterion referenced tests were recommended by the staff for use in future projects.

Comparison of Summer and School Year Programs

It appears from analysis of the data that the intensive half-day efforts in the summer to develop reading skills in students and half-day training sessions for teachers corresponded to greater achievement gains. Teacher's energies and time were not divided between the teaching of reading and responsibility for other content or extracurricular activities. The pupil-teacher ratio of summer groups was smaller than that of regular school year; therefore, more time was available for individual diagnosing of and prescribing instruction for reading problems of students.

Since all teachers in the summer project phases elected to participate, spent vacation time doing so, and were observed to have utilized program materials and methods extensively, strong interest in the teaching of reading was evidenced.

The training and commitment of teachers during the school year was more diverse. Observation of classes and teacher's self-evaluations during 1973-1974 at Harding showed that:

a. Forty-six percent of the teachers participated fully in the program,
b. Thirty percent participated partially, and
c. Twenty-four percent did not utilize the training to such an extent that the program was operational in their classes.

Teaching Methods and Materials Utilized in the Project

A Guide has been prepared by teachers in the Right to Read Program. Resource materials developed and used at Harding are presented to assist other

middle school teachers of reading. The Right to Read Effort is not a single reading program or a single reading method which is to be endorsed for the teaching of all, rather it is a team effort requiring the marshalling of all available resources to meet the stated objectives.

The previous statement was made by project personnel and generally supported by data gathered through the Middle School Reading Survey, 1973-1974. Only for teachers of seventh grade classes were Harding total score averages significantly different than those of other teachers in the District.

TABLE XXII

MIDDLE SCHOOL READING SURVEY-AVERAGE TOTAL SCORES

Grade	Harding	District
6	140.0	143.1
7	118.2	132.5
8	133.6	134.3
Combined 7-8	156.8	154.0
6-7-8	123.8	133.2
EMH	145.0	152.7

There was a wide variation in teaching styles of subjects in each group; no single method for teaching reading characterized either group.

The data shows the following trends:

a. The organization of EMH classes differs significantly from the organization in other classes. Differences are in the areas of reinforcing skills, introducing skills, enriching skills, and determining individual learning needs.
b. Teachers in all middle schools generally provide for specific skill development through reading experiences.
c. Many types of grouping are used at all grade levels.
d. The planning of individual programs occurs more frequently in EMH classes.
e. Students in seventh grade classes are more often working on the same assignment than are students at other grade levels.
f. Achievement grouping is done less often at Harding than in the District as a whole.

g. The use of methods and materials in combination 7-8, 6-7-8, and EMH classes tends to vary from usage in other, single grade classes.
h. Teachers in the District indicated that materials generally were available to the same extent that teachers at Harding found them to be available.
i. Teachers at Harding had more training to teach reading than did other teachers in the District.
   1. Harding teachers reported an average of 16 to 20 hours per teacher.
   2. The District average was 11 to 15 hours per teacher.
j. There was widespread interest in the middle schools in having in-service training in all areas of the teaching of reading.

Administration of the Project

Persons who had been assigned responsibility for certain aspects of the Right to Read Project were asked to evaluate the administration of the program. The following opinions were elicited through a survey shown in Appendix D from central office support personnel and staff members at Harding. The statements below are direct quotations, some of which have been combined when opinions were similar. Divergent viewpoints are also presented for consideration by the reader.

> "The management problems encountered call into question the wisdom of having school based project director. The building director seemed to lack proper perspective of the total picture. More supervision from someone at the administrative level would have been helpful."

Representing an opposing viewpoint:

> "Management problems would have been decreased if there had been a single administrator of the program in the building working with the Task Force. The local building should have had control of the funds.

Faculty Involvement and Attitudes

"The involvement of the faculty improved each year. There was a noticeable difference in teacher attitude. Response of the faculty was good,

"generally. The majority were committed to the program and involved themselves in planning, implementing, and analyzing progress of the program. The Task Force exhibited dedication and commitment to the program. Only a small percentage of the faculty failed to adopt the philosophy and procedures of the Right to Read Program."

Inter-Disciplinary Team Organization

"Much progress was made in the development of teams, thematic approaches, and the teaching of reading in the content areas. However, the building structure limited flexibility. School-wide objectives were supportive of the middle school concept. Only a few teams were unable to organize and function successfully.

"The team organization in the 1974 summer program was particularly effective. This effectiveness was probably an outgrowth of three years in the program."

Parent Support of the Program

"Attempts to involve parents generally were unsuccessful. Personal contacts and letters only resulted in a minimum of participation. There was no parental opposition, simply a lack of expressed interest. This goal of parental involvement and support was not achieved."

Teacher In-Service Training

"Teacher training was a strength of the program. Teachers' ratings of in-service sessions were highly positive. Teacher involvement in the planning and implementation of the in-service training program contributed to its success. Evaluation of each phase allowed improvement of techniques, materials, and resources utilized in later sessions."

Type of Reading Program

"A type of reading program evolved in which every teacher, regardless of their content area, attempted to develop reading skills. Teaching reading in the content area has been accepted by the faculty. The eclectic approach was successfully utilized. The Guide prepared in the program is not of the highest quality but may be of some help to other middle schools attempting to encourage this type of program."

Evaluation Reports of the Program

"The evaluation program was adequate. More planning prior to program implementation about the type of report and evaluation design would have been helpful. There was a breakdown in reporting from time to time between the building and the central office.

"The reading scores reported in the evaluation have been disappointing. The evaluation procedure, however, was very sound and the reports published by the Research Department are commendable. The reporting and evaluation was much stronger in 1973-1974."

APPENDIX A

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DEPARTMENT OF RESEARCH AND STATISTICS
OKLAHOMA CITY PUBLIC SCHOOLS

Teacher Attitudes Toward Various Reading Instructional Philosophies:
A Scale and Comment Section

Answers to this survey are to be marked on an IBM card using a mark sense pencil. Before you begin the survey, please enter the subject area in which you teach on the colored border at the top of the answer card with a ball point or fountain pen:

Subject Area (Language Arts, Math, Social Studies, Science, or other)

This is not an examination. People differ in their opinions about what is right and wrong on these issues. Individuals will not be identified in any reports. Teachers can answer the survey with a sense of anonymity.

Mark the appropriate bubble with a mark sense pencil to indicate your attitude about each statement:

A	B	C	D	E
0	0	0	0	0
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

1. Lower ability students are less likely to progress satisfactorily in an individualized situation because they are not able to work independently for long periods of time.

2. Availability of multilevel instructional materials is integral to the learning process.

3. The use of reading instructional techniques should be limited to language arts courses.

4. Students of poor reading ability should be encouraged to verbalize with other students.

5. Individualized instruction is ideal for developing creative and critical thinking processes.

6. Personal conferences between the students and teacher in individualized instruction have great motivational value for the student.

7. A student's achievement in reading is his gain in reading skills relative to the overall achievement of the class.

8. Utilization of reading instructional methods in classes such as science and math increases the overall rate of student learning.

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9. Ideas and concepts should be written on varying difficulty levels to meet the needs of students.

10. The opportunity for learning is increased when students of various abilities are placed together in small student groups.

11. Diagnosis of student reading skills and needs is more important for persons of fourth grade and below reading ability than students of higher ability.

12. Individualized instruction affords a teacher a good opportunity to observe how a specific child is best able to learn.

13. Degree of achievement in reading is an individual's gain in reading skills relative to that individual's pre-treatment proficiency.

14. Most students in a class, regardless of reading abilities, should learn from similar grade level materials in order to develop meaningful student interaction.

15. A working knowledge and application of reading instructional methods by teachers in various subject areas result in greater student achievement in those areas.

16. A preliminary introduction of new vocabulary and a discussion of strange concepts to be met in new learning materials should be presented to students.

17. Individualized instruction in a thirty-student class does not allow sufficient time for meaningful student-teacher interaction.

18. The sequence of skills and concepts to be presented to students should be determined by an individual teacher in a self-contained classroom.

19. The thematic approach of interdisciplinary team planning is overly restrictive.

20. A class of thirty students should be divided into small groups for effective classroom management.

21. Small student groups utilizing peer teaching should include students who have differing abilities.

22. Individualized instruction in a thirty student class results in meaningful student-teacher interaction for most students.

23. The teaching of mathematics is suited to individualized instructional techniques.

24. Teachers should plan their instructional methods mostly according to the subject matter being presented.

25. Many students in small group instruction utilize discussion and skill application to develop creative and critical levels of thinking.

26. The sequence of skills and concepts to be presented to students should be determined through the process of interdisciplinary team planning.

27. When the size of student groups within a class are allowed to change, the opportunity for learning is increased.

28. The level of a child's ability should determine the level of his skill development.

29. Most students read more material in a program of individualized instruction than in a basic text approach.

30. The opportunity for learning is heightened when students of similar ability are placed in small student groups.

31. Students of poor reading ability should not be encouraged to verbalize with other students.

32. Student self-evaluation of reading skill development can represent a valid evaluative process.

33. Only language arts teachers should have the responsibility of recognizing students' reading difficulties.

24. A student's level of self-esteem cannot usually be considered a predictor of reading comprehension.

35. Instructional methodology should be determined mainly through a consideration of students' needs and abilities.

PLEASE GO TO NEXT PAGE

COMMENTS

36. Please state your opinions on the incorporation of new reading instructional methods into the subject area with which you are most familar. (Language Arts, Math, Social Studies, Science, or other).

37. Do you feel that the diagnostic procedures you are now using to determine students' reading abilities and needs are adequate?

Yes_____ No_____ Describe:

38. Does your experience in teaching indicate that instruction in small student groups is more effective than in large student groups?

Yes_____ No_____ Describe:

39. Please indicate your opinions on the thematic approach of interdisciplinary team planning.

DEPARTMENT OF RESEARCH AND STATISTICS
OKLAHOMA CITY PUBLIC SCHOOLS

Reading Attitude Scale

Answers to this survey are to be marked on the IBM card. Before you begin the survey, fill in the following information on the colored border at the top of the answer card with a ball point or fountain pen:

Homeroom Teacher's No. Your Grade Your Sex Date Your Name

This is not an examination. You will not be graded on your answers. We only want to determine how much your attitude toward reading changes over a period of time. I will read a series of statements and I want you to indicate on your IBM answer card how much you agree or disagree with what is said. Use only the special pencils that have been given to you.

Mark the appropriate bubble on your card to indicate your attitude about each statement: (Show on the blackboard)

A	B	C	D	E
0	0	0	0	0
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

Fill in the bubble completely. If you change your answer, be sure to erase your original answer.

1. I would like to improve my reading.
2. I can understand the directions in my math book.
3. I would like more time to read what I want.
4. My math teacher helps me in reading.
5. I only read when I have to.
6. Reading becomes boring after a while.
7. I like to read parts of the newspaper.
8. It is important that I understand my textbooks.
9. I like to buy things to read.
10. I have to read too much in social studies.
11. There are many books which I would like to read.
12. I don't like to do science experiments because of the vocabulary.
13. I learn a lot from reading.
14. Reading is something I can do without.
15. I would rather read silently than aloud.

16. I like to read in my spare time.

17. I like to read for enjoyment but not for learning.

18. I enjoy reading magazines.

19. Books are a bore.

20. I read as well as I need to.

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DEPARTMENT OF RESEARCH AND STATISTICS
OKLAHOMA CITY PUBLIC SCHOOLS

SECONDARY SELF-ESTEEM INVENTORY

Score_____

Name_____ School_____

Teacher_____ Grade_____ Date_____

Sex_____ Age_____ Race_____

INSTRUCTIONS: If the statement describes how you usually feel, put a check (✓) in the column "LIKE ME." If the statement does not describe how you usually feel, put a check (✓) in the column "UNLIKE ME." There are no right answers. Words or phrases in parentheses add meaning to the statement.

		LIKE ME	UNLIKE ME
1.	I can usually make up my mind about something without asking anyone first.	___	___
2.	I don't give in easily when I think I'm right.	___	___
3.	I would rather be myself than anyone else.	___	___
4.	I really get upset when I fail at anything.	___	___
5.	I enjoy talking in front of the class.	___	___
6.	I recheck my school work to make sure that it is neat and correct.	___	___
7.	I do the best work that I can in class.	___	___
8.	I'm easy to like.	___	___
9.	I like to be the leader in all activities.	___	___
10.	Someone usually has to tell me what to do.	___	___
11.	I have reasons for the things that I do.	___	___
12.	I can take care of myself.	___	___
13.	I don't make a big deal out of being right.	___	___
14.	I don't like to be called on in class.	___	___
15.	I'm proud of my school work.	___	___
16.	I'm not doing as well in school as I'd like.	___	___
17.	People like my ideas.	___	___

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	LIKE ME	UNLIKE ME
18. Getting along with others is more important to me than always being first.	___	___
19. I seldom do things that I am sorry for later.	___	___
20. If I have something to say, I say it.	___	___
21. There are many things about myself that I would change if I could.	___	___
22. I learn from my mistakes.	___	___
23. I'd be pleased to have examples of my classwork displayed during open house.	___	___
24. My school work makes me feel discouraged.	___	___
25. People often embarrass or hurt me.	___	___
26. I like to share leadership responsibilities with others.	___	___
27. I don't care what happens to me.	___	___
28. I like to debate my ideas.	___	___
29. I can be trusted.	___	___
30. When I'm wrong, I like for people to tell me.	___	___
31. Other people are liked better than I am.	___	___
32. I would rather work with only my close friends in school activities.	___	___
33. I can make up my mind and stick to it.	___	___
34. I think I can help to change things.	___	___
35. I wish I were younger (or older).	___	___
36. When nice things happen to me, it is only good luck and nothing I did to deserve it.	___	___
37. My interests are shared by other students.	___	___
38. I can seldom make other people do things I want them to do.	___	___

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		LIKE ME	UNLIKE ME
39.	There are many things that I would like to do, but I usually go along with what others want.	____	____
40.	I think I'm doing O.K.	____	____
41.	When bad things happen to me, it is usually someone else's fault.	____	____
42.	I have many friends my own age.	____	____
43.	I'm not ashamed of what I am.	____	____
44.	I like being with other people.	____	____
45.	I try to be friends with another person even if he isn't friendly to me.	____	____

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READING PROGRAM OBSERVATION CHECKLIST

School_____ Grade_____ Date_____

Teacher_____ Subject_____

Observer_____

	Observer	Missing; no evidence	Weak; infrequent	Moderate; occasional	Strong; much evidence	Teacher Report	Student Report
Instructional Media							
cassette		0	1	2	3	___	___
tape recorder		0	1	2	3	___	___
earphones		0	1	2	3	___	___
filmstrip projector		0	1	2	3	___	___
overhead projector		0	1	2	3	___	___
film projector		0	1	2	3	___	___
record player		0	1	2	3	___	___
tachistoscope		0	1	2	3	___	___
Instructional Organization							
achievement groups		0	1	2	3	___	___
discussion groups		0	1	2	3	___	___
special interest groups		0	1	2	3	___	___
skill study groups		0	1	2	3	___	___
individual programs		0	1	2	3	___	___

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Instructional Organization (con't)	Observer	Missing; no evidence	Weak; infrequent	Moderate; occasional	Strong; much evidence	Teacher Report	Student Report
learner planned program		0	1	2	3	___	___
uniform class program		0	1	2	3	___	___
small group activity		0	1	2	3	___	___
Instructional Technique							
lecture		0	1	2	3	___	___
question and answer (class)		0	1	2	3	___	___
question and answer (groups)		0	1	2	3	___	___
question and answer (individual)		0	1	2	3	___	___
silent reading		0	1	2	3	___	___
oral reading		0	1	2	3	___	___
instructional kits and packages		0	1	2	3	___	___
interdisciplinary units of study		0	1	2	3	___	___
field trips		0	1	2	3	___	___
class projects		0	1	2	3	___	___
creative dramatics		0	1	2	3	___	___
role playing		0	1	2	3	___	___
learning stations		0	1	2	3	___	___
learning games		0	1	2	3	___	___
Assessment Procedure							
diagnostic tests used for instruction		0	1	2	3	___	___
individual performance measured in reference to class performance		0	1	2	3	___	___

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	Observer					
	Missing; no evidence	Weak; infrequent	Moderate; occasional	Strong; much evidence	Teacher Report	Student Report
Assessment Procedure (con't)						
individual measured in terms of own program	0	1	2	3	___	___
student progress folders	0	1	2	3	___	___
student records in grade book	0	1	2	3	___	___
student informed of progress	0	1	2	3	___	___
Skill development						
word attack skills	0	1	2	3	___	___
comprehension skills	0	1	2	3	___	___
reference and study skills	0	1	2	3	___	___
pleasure reading	0	1	2	3	___	___
literary skills	0	1	2	3	___	___
motor skills	0	1	2	3	___	___

MIDDLE SCHOOL READING SURVEY

Department of Research and Statistics

(To be completed by every teacher in the Middle School)

Place in School Mail: Research Coordinator's Office, Administration Building
Deadline: February 1, 1974

School_____ School Code Number_____

Grade_____ Subject(s) Taught_____

5 = always
4 = usually
3 = frequently
2 = occasionally
1 = never
0 = does not apply

Instructions: The following questions are to be answered as they apply to the teaching of reading in your content area. If you teach reading to more than one class, select any one class and respond to questions with those students in mind.

(circle one)

A. Assessing Student Needs:

How often are diagnostic tests used to determine individual learning needs?	5	4	3	2	1	0	(1)
Is student performance measured in terms of achievement relative to the rest of the class?	5	4	3	2	1	0	(2)
Is a student's performance measured in terms of his own program?	5	4	3	2	1	0	(3)
Are individual student records entered in a grade book?	5	4	3	2	1	0	(4)
Are individual progress folders maintained?	5	4	3	2	1	0	(5)
Do students have access to these records?	5	4	3	2	1	0	(6)

Are students kept informed of their progress at least weekly?	5	4	3	2	1	0	(7)

The range or difference in reading achievement level of students in one of my classrooms is approximately:

5	4	3	2	1	0
(5 grade levels or more)	(4 levels)	(3 levels)	(2 levels)	(1 level)	(8)

B. Do you record progress and organize students as a result of diagnosis tests:

in reinforcing skills	5	4	3	2	1	0	(9)
in introducing skills	5	4	3	2	1	0	(10)
in enrichment of skills	5	4	3	2	1	0	(11)
Provide a mastery test of student performance for each objective to determine continuing individual learning needs.	5	4	3	2	1	0	(12)
Provide ways for students to evaluate their performance for each objective.	5	4	3	2	1	0	(13)
Allow groups to change membership, or be formed as learning needs arise.	5	4	3	2	1	0	(14)

C. Select reading experiences for each student based on individual needs to develop the following:

word attack skills	5	4	3	2	1	0	(15)
comprehension skills	5	4	3	2	1	0	(16)
reference and study skills	5	4	3	2	1	0	(17)
pleasure reading	5	4	3	2	1	0	(18)
literary skills	5	4	3	2	1	0	(19)

D. Organize for Instruction. How often are students organized in the following ways:

achievement groups	5	4	3	2	1	0	(20)
discussion groups	5	4	3	2	1	0	(21)
special interest groups	5	4	3	2	1	0	(22)
skill study groups	5	4	3	2	1	0	(23)

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D. con't

Individual programs planned for each student	5	4	3	2	1	0	(24)
Student involved in planning his own program of study.	5	4	3	2	1	0	(25)
All students in the class working at the same assignment.	5	4	3	2	1	0	(26)
Students involved in small group activities.	5	4	3	2	1	0	(27)

E. Utilize Instructional Techniques. How often are the following used to teach reading:

lecture	5	4	3	2	1	0	(28)
question and answer (class)	5	4	3	2	1	0	(29)
question and answer (groups)	5	4	3	2	1	0	(30)
question and answer (individual)	5	4	3	2	1	0	(31)
contracts	5	4	3	2	1	0	(32)
silent reading	5	4	3	2	1	0	(33)
oral reading	5	4	3	2	1	0	(34)
instructional kits and packages	5	4	3	2	1	0	(35)
field trips	5	4	3	2	1	0	(36)
class projects	5	4	3	2	1	0	(37)
creative dramatics	5	4	3	2	1	0	(38)
role playing	5	4	3	2	1	0	(39)
learning stations	5	4	3	2	1	0	(40)
learning games	5	4	3	2	1	0	(41)

F. Availability of Materials. How often is the following equipment used to teach reading:

cassette	5	4	3	2	1	0	(42)
tape recorder	5	4	3	2	1	0	(43)
earphones	5	4	3	2	1	0	(44)

F. con't

filmstrip projector	5	4	3	2	1	0	(45)
overhead projector	5	4	3	2	1	0	(46)
film projector	5	4	3	2	1	0	(47)
record player	5	4	3	2	1	0	(48)
tachistoscope	5	4	3	2	1	0	(49)

G. The range in reading materials in my classroom is approximately:

5 (5 grade levels or more) 4 (4 levels) 3 (3 levels) 2 (2 levels) 1 (1 level) 0 (50)

H. In-service Training. How much in-service training have you had to teach reading in your content area?

5 (21 hours or more) 4 (16-20 hours) 3 (11-15 hours) 2 (6-10 hours)

1 (1-5 hours) 0 (None) (51)

How would you prefer to receive further training in the teaching of reading?

5 (At the Central office) 4 (In own building) 3 (At another school)

2 (On college campus) 1 (By individual study) 0 (Would not be interested) (52)

Do you feel the need for in-service on:	Yes	No	
diagnostic techniques	1	0	(53)
small group instruction	1	0	(54)
individualized instruction	1	0	(55)
peer tutoring	1	0	(56)
classroom organization	1	0	(57)
learning stations	1	0	(58)
middle school concept	1	0	(59)
use of volunteers	1	0	(60)

II. con't

Rank the following reading approaches according to your preference. Number your choices 1 (high) through 7 (low).

basal reader_____ (61)

language experience approach to reading_____ (62)

library centered reading approach_____. (63)

programmed reading materials_____ (64)

predominately phonics approach_____ (65)

predominately sight approach_____ (66)

multimedia nongraded approach_____ (67)

APPENDIX B

IN-SERVICE TRAINING
1973-1974

1. Contracts and Unipacs

The teacher will use contracts and/or unipacs in his or her classroom or in crossteam teaching.

2. Learning Games

The teacher will use this technique to enrich teaching in the classroom. He or she will be able to construct the necessary game(s) to be instructive or reinforcing.

3. Usage of Audiovisual Materials

The teacher will be able to operate various audiovisual machines and develop materials for usage with these machines.

4. Classroom Organization

The teacher will have a better understanding of how to organize the classroom to facilitate better instructions.

5. Learning Stations

The teacher will develop a better understanding of the usage and construction of learning stations as well as their organizations.

6. Discussion Groups

The teacher will develop techniques of group discussion in order to better facilitate the instructional method of discussion.

7. Motivation Techniques

The teacher will develop a variety of techniques to motivate students in the development of the learning processes.

8. Improve Team Communications Processes

The teacher(s) will be able to communicate with the other members of his or her team as to the interdisciplinary units of study. They will be able to hear and understand what is being said without fear of losing their self esteem.

9. Team Organization

The teacher(s) will organize their teams in a more efficient manner as to numbers in a class, schedule of instructional day, planning, etc.

10. Comprehension Skills in Content Area

The teacher(s) will develop an understanding of the reading comprehension skills that are in the various content areas and how to teach them.

11. Developing Comprehension Skills in the Content Area

The teacher will develop a knowledge and comprehension skill to be taught in content areas and how to effectively teach these skills using content material.

12. Teacher Training in Development of Materials in Content Area

The teacher will gain knowledge of a variety of ways to develop materials for his or her respective disciplines.

13. Development of Inter-Disciplinary Units of Study

The teacher(s) will gain an understanding of developing interdisciplinary units of study. The teacher(s) will be able to start with a theme, develop goals, set objectives, develop activities for crossteam teaching.

14. Motor Skill Development

The teacher(s) will become aware of motor skill problems and how to recognize these problems and some general things to do to correct and when to make a referral.

HARDING MIDDLE SCHOOL
PROGRAM GOALS AND OBJECTIVES

Goals	Objectives
1. Interdisciplinary teams will become actively involved in the reading development program	1. Content area and elective teachers will participate in Right to Read in-service sessions. 2. Teachers will recognize reading difficulties. 3. Each teacher will improve his ability to teach reading through his content area.
2. Parents will assume an active role in support of the reading program	1. Parents will demonstrate support of the project. 2. Parents will participate in in-service reading program. 3. Parents will function in direct instructional roles.
3. The student will develop an interest in reading	1. Student will react with feeling to that which he reads. 2. Student will participate in a variety of sensory experiences. 3. Student will develop literary tastes in written materials.
4. The student will broaden his vocabulary	1. Student will increase his sight vocabulary. 2. Student will develop content vocabularies. 3. Student will improve word attack skills.
5. The student will comprehend written materials in terms of his purpose for reading	1. Student will improve ability to obtain specific information through reading. 2. Student will develop a variety of comprehension strategies. 3. Student will improve ability to adapt reading skills to materials in content areas.

PROGRAM GOALS AND OBJECTIVES (con't)

Goal	Objective
6. The student's self-concept will improve	1. Student will participate in success experiences.
	2. Student will self-direct his reading development.

HARDING MIDDLE SCHOOL
IN-SERVICE MODEL

DATE	GOALS	LENGTH IN-SERVICE	IN-SERVICE SESSION CONDUCTED BY
November 13,14,15,16	Teacher training in contracts and unipacs.	2-day in-service session (4-1/2 days)	Martha Hayes, Reading Consultant, Oklahoma City Schools
November 20,21	Teacher training learning games.	1-day in-service session (2-1/2 days)	Aline Mize, Oklahoma City Public Schools Consultant
November 27,28,29,30	Teacher training in development and usage of audio-visual materials.	2-day in-service session (4-1/2 days)	Lillian Jones, Media Center Director, Harding Middle School
December 5,6	Teacher training in classroom organization.	1-day in-service session (2-1/2 days)	Jeanne Hamilton, Oklahoma City Public Schools Consultant
December 12	Learning stations	1-day in-service session (2-1/2 days)	Nelda Tebow, Oklahoma City Public Schools Curriculum Coordinator
December 19	Discussion groups	1/2-day in-service session (1-full day)	Dan Blanchard, Director of American Institute of Discussion
January 16	Motivation techniques	1/2-day in-service session (1-full day)	Dr. Jim Blagowsky, Staff Member of Southwestern State College of Oklahoma
January 23	Improve team communication process	2-days in-service session (4-1/2 days)	Dr. Glen Babic and Dr. Gene Sheppard of O.U., and Dr. W. G. Black, Psychologist

HARDING MIDDLE SCHOOL
IN-SERVICE MODEL (con't)

DATE	GOALS	LENGTH IN-SERVICE	IN-SERVICE SESSION CONDUCTED BY
February 5,6	Team organization	2-day in-service session (4-1/2 days)	Dr. Frank Guszak, University of Texas
February 13,14	Comprehension skills in content area	1-day in-service session (2-1/2 days)	Dr. Charles Reasnor, New York University
February 20,21	Interdisciplinary approach for skill development in the content area	2-day in-service session (4-1/2 days)	Teacher directed
March 5,6,7,8	Developing comprehension skills in the content area	2-day in-service session (4-half days)	Dorothy Jones, O.C.U., reading consultant
March 19,20,21,22	Teacher training in development of materials in content area	2-day in-service session (4-1/2 days)	Dorothy Jones, O.C.U., reading consultant
April 10	Development of interdisciplinary units of study	1-day in-service session (2-1/2 days)	Martha Hayes, Oklahoma City Public Schools, reading consultant
April 17	Motor skills development	1/2 day in-service session (1-full day)	Rose Mary Jones, Oklahoma City Public Schools, consultant

APPENDIX C

RIGHT TO READ PERFORMANCE REPORT

Mid-Year ☐ Annual ☐ Final ☒

GRANT NO. OEG - 0 - 72 - 1236

NAME OF SITE : Harding Middle School

ADDRESS : 3333 North Shartel, Oklahoma City, Oklahoma, 73118

DIRECTOR : Joe B. Medlock PHONE: 405-528-0562

PRODUCERS OF REPORT: Judy Billen, Susan Davis, Gary Gress, Phil Knowles, Jean Noyes, John Wedman

I. PERFORMANCE NARRATIVE

A. Recruitment and Retention of Participants

Staff and students participated in the Right to Read Program on a school-wide compulsory basis during the 1973-74 school term. Retention for this term was guaranteed through various in-service school programs, which exposed participants to a wide variety of educational ideas and techniques.

During the summer sessions, recruitment was centered around a core of seven Harding teachers who had experience in the Right to Read Program. Twenty additional teachers were recruited from ten other Oklahoma City middle schools, with the help of middle school principals and the Board of Education's middle school director. An initial meeting of the summer staff was held for orientation in Right to Read history and philosophy, and to determine student recruitment procedures.

Each teacher was basically responsible for the recruitment of ten students from his/her respective school. Students were also recruited from area elementary and fifth year centers through visits, and correspondence with principals by Harding task force members. As a further extension of this recruitment effort local area parochial schools were also contacted.

Other recruitment techniques utilized were letters sent to students recommended by the previous year's teams and counselors. Students who needed basic skills in reading and/or received F grades the last nine-week period were also contacted.

Retention of students was facilitated by an effort to form student carpools for those who lived a significant distance from the Right to Read site; this contributed in maintaining a large enrollment. In addition, contacting parents by telephone and holding conferences elevated the motivational atmosphere.

B. Diagnostic/Prescriptive Approach

Various instruments for diagnosis of instructional levels were utilized during the 1973-74 school year. As a means of an individualized program, the Gates-McGinitie was used as a pre- and posttest. Forms D1M and D2M were alternately used. Further needs were assessed through the

use of teacher-made screening devices. These were designed to be administered in large groups to reveal needs for further diagnosis. Group testing was also given in the area of math through the use of the WRAT test. The results of this test identified students who had deficient math skills. This was used as both pre- and posttest.

Prescriptive measures were taken according to the results of each student's diagnostic profile. Using a multimedia, multilevel approach, individualized instruction was provided.

The diagnostic/prescriptive approach for the summer session was the same as the above with the exception that a more formal individual approach was taken. Those students scoring three or more years below their grade level on the Gates-McGinitie were administered the Learning Center Diagnostic Inventory. This inventory is similar to the teacher-made inventories mentioned above. The difference being this test is administered on a one-to-one basis and a complete prescription can be made by the teacher.

C. Staff Development

Instruction was provided for each classroom teacher focused toward teaching reading in the content areas. Each teacher was released from class a maximum of five days to attend his/her choice of the following in-services:

1. Teacher Training in Contracts and Unipacs
2. Teacher Training in Learning Games
3. Development and Usage of Audiovisual Materials
4. Classroom Organization
5. Learning Stations
6. Discussion Groups
7. Motivation Techniques
8. Improved Team Communication Process
9. Team Organization
10. Comprehension Skills in Content Area
11. Interdisciplinary Approach for Skill Development in the Content Area
12. Developing Comprehension Skills in the Content Area

In-service was held for the purpose of devising a uniform method of writing curriculum units one Saturday during the first quarter. In addition to these in-service sessions, an in-building graduate course "Interdisciplinary Approach to Teaching Reading in the Content Area" was offered to all staff members tuition free.

Summer school staff development was a continuous process throughout the session. One of the primary methods was through team planning led by Harding teachers, serving as team leaders. Regularly scheduled in-service sessions included: Learning Stations and Contracts, Instructional Games, Listening Activities, and Skill and Concept Development. Two afternoons per week were devoted to this in-service training. Other methods of staff development were accomplished through classroom application, teacher observation, and production of interdisciplinary units of study.

B. Materials Being Used

A variety of commercial and teacher prepared materials were used

during both the regular school program and summer session. Core materials that were utilized included:

1. Programmed media
2. Instructional television
3. Machine-based instruction
4. Teacher made and commercial games with simulation exercises
5. Commercial skills series workbooks
6. Newspapers and periodicals
7. Visual aids

E. Motivational Techniques

The motivational techniques for the school year and the summer session were based on a behavior modification format. This format was used to bring about desirable behavioral changes through intrinsic and extrinsic rewards. Examples of these specific techniques include:

1. field trips
2. individualized instruction
3. gaming and simulation
4. motor skill development as a part of the academic structure
5. special interest class (mini courses based on the expressed interest of students)
6. flexible scheduling
7. student involvement in planning
8. student self-awareness of individual needs, goals, and progress
9. diversified instructional materials

F. Evaluation Design

Student Progress Evaluation: The Gates-McGinitie Reading Test for Speed and Accuracy, Vocabulary, and Comprehension was administered in September, 1973, and May, 1974. The results were used as pre- and posttest scores respectively to determine reading progress. The same test was used to determine reading progress in the summer program. The statistical results for the school term and the summer session will be found in Part II of this report.

Teacher Training Evaluation: Teachers were given the opportunity to choose, according to individual needs, their interest areas for in-service participation. At the end of the summer session, teachers evaluated these in-services on the basis of the relative value of each in-service. The teachers also identified the strengths and weaknesses of the summer program. No post-evaluation for the regular school session was made.

G. Coordination of All Available Resources

1973-74 School Term Program

The following chain-of-command was found to be most efficient in the overall coordination of the resources utilized in the development of the 1973-74 Right to Read Program:

Director of Task Force--Joe Medlock
Reviewed and approved all selections for resource people to be utilized in in-service.

Building Coordinator--Laddie Nethercutt
Arranged for all in-service resource personnel and provided materials, space, and time for the in-service sessions.
Reading Consultants--Martha Hayes, Oklahoma City Public Schools
Dorothy Jones, Oklahoma City University
Served as advisors in the selection of in-service personnel
Task Force--Surveyed faculty to determine in-service needs.
Made initial selection of in-service personnel

1974 Summer School Program

The summer school program required a different structure to be established.

Summer School Director--Susan Davis
Determined in-service needs of teachers; determined areas of strengths among team leaders who were to provide in-service experiences; organized time-line for execution of in-service.
Harding Team Leaders--Judy Billen, Marilyn Eskridge, Gary Gress, Phil Knowles, Jean Noyes, Linda Barnett, John Wedman
Conducted in-service sessions; coordinated team members in the development of units of instruction
Reading Consultant--Dorothy Jones, Oklahoma City University
Served in an advisory capacity in developing in-service sessions; conducted in-service sessions in many areas of reading.
Codirector--David Deville
Responsible for supervision of Neighborhood Youth Corps workers

H. Conditions Materially Affecting Ability to Meet Program Objectives

All program objectives were met with the exceptions of numbers 19 and 20 relating to parent involvement in Harding's Right to Read Program. Parental involvement was greatly limited by two social factors: lack of close proximity to school, and the constantly increasing number of families having both parents employed. Another possible contributing factor is the general lack of parental interest. No clear-cut solutions to this situation are presently seen.

STUDENT ENROLLMENT BY SCHOOLS ATTENDED 1973-74

	No. of Students	% of Total Enrollment
OKLAHOMA CITY PUBLIC SCHOOLS		
Elementary/5th year Centers:		
Arthur	2	
Carver	2	
Dewey	7	
Edgemere	2	
Edison	7	
Edwards	2	
Garden Oaks	3	
Harmony	1	
Harrison	1	
Horace Mann	4	
Longfellow	7	
Nichols Hills	3	
North Highlands	1	
Polk	10	
Prairie Queen	1	
Stonegate	1	
Total	54	13.8%
Middle Schools:		
Capitol Hill	1	
Central	5	
Eisenhower	40	
Harding	154	
Hoover	7	
Jackson	2	
Jefferson	13	
Rogers	4	
Roosevelt	19	
Taft	2	
Webster	5	
Total	252	64.4%
High Schools:		
John Marshall	1	
Northeast	1	
Star Spencer	1	
Total	3	.7%
Total Oklahoma City Public Schools Enrollment	310	78.9%
CATHOLIC SCHOOLS		
Corpus Christi	5	
John Carroll	27	
Rosary	14	
St. Eugene	17	
Total	63	16.1%
PRIVATE SCHOOLS		
Casady	1	
Christian Center	1	
Living Word Academy	2	
Heights Academy	1	
Total	5	1.2%
OTHER PUBLIC SCHOOLS (Outside Oklahoma City District)		
Coronado Heights	1	
Crooked Oak	1	
Del Crest Junior High	1	
Millwood	4	
Oakdale	1	
Pleasant Hills	6	
Total	14	3.5%
TOTAL ENROLLMENT	391	

RIGHT TO READ
Summer, 1974
Teacher Evaluation

This instrument is designed to help us evaluate the Right to Read Summer Program. Please complete each section. DO NOT SIGN YOUR NAME.

Content Area(s)_____

1. Of what value were the summer classes (morning teaching) to you?

16 high value
5 moderate value
4 some value
0 no value

2. Of what value was the daily team planning time to you?

18 high value
3 moderate value
4 some value
0 no value

3. Of what value were the in-service sessions to you?

9 high value
12 moderate value
4 some value
0 no value

4. Please rate the ways in which the 1973-74 summer Right to Read Program has been of value to you. Implementation through:

4-high value 3-moderate value 2-some value 1-no value

	4	3	2	1
incorporating reading ideas in classroom teaching	18	5	2	0
team planning	13	9	4	0
use of different and/or new materials	15	4	5	1
ideas from exchanges with colleagues	14	9	2	0
information about reading skills	13	9	2	1
information about the diagnostic/prescriptive approach to reading development	9	8	8	1
information about the ability and needs of students	6	13	5	1
content area sharing of ideas	5	10	8	2
team teaching	11	7	4	2
in-service training	4	14	7	0
development of instructional units	10	13	7	0
dissemination of instructional units	11	14	4	1
planning with own and other building teachers in preparing recommendations for your own school's reading program	6	7	10	2

5. Please rate the following in-service sessions according to their value to you. 4-high value 3-moderate value 2-some value 1-no value

	4	3	2	1
Reading Speed (June 4--use of controlled reader, flash-x, etc.)	6	14	4	0
Readability	8	14	2	0
Independent Study	4	13	8	0
Dorothy Jones workshops (Comprehension skills and words)	8	12	4	1
Skill and Concept Development (examination of and through math)	7	11	6	0
Human Relations	10	6	7	1
Learning Stations and Contracts	10	11	3	0
Criterion Reference Testing/Affective Needs of Students	3	7	14	1
Instructional Games	7	10	8	0
Listening Activities	9	12	4	0
Career Education	4	11	10	0
Examination of Wechsler Intelligence Test	9	6	7	3

6. The degree to which the Summer Right to Read Program has effected change in your teacher/student learning process.

7 high degree of change
17 moderate degree of change
0 small degree of change
0 no change

7. Please comment on both strengths and weaknesses of the Right to Read Program.

Strengths and Weaknesses of the Right to Read Program

Strength--testing and diagnosis; working with team, inter- and intra-disciplinary

Weakness--lack of consistent attendance of students; strength--well organized from the beginning on.

It is an excellent program which should be continued at no cost to the student. The day should be completed when there is nothing left to discuss at in-service rather than waiting until 2:30 or whatever time is set.

Strengths--broad spectrum of teacher communication, fact that one could work with team and teachers from others schools and content areas. Weaknesses--Anything with a teaming situation will provide some weaknesses. Probably the greatest strength was the director. She held things together the very best way and really stayed on top of everything, which was needed desperately. Thank you for doing so.

Strongest point was use of teaming and individual instruction. Weaknesses--teachers and students are almost exhausted by regular school year; so difficult to maintain high interest in summer.

Great program for learning unit teaching and skills teaching in classroom. Needed more help on plans and ways of implementing in own building. Also ideas for schools that do not have the equipment that is available at Harding.

Too much emphasis was placed on themes and not enough on skills. The Director and team leaders are tops. The classes were small and there was an abundance of materials.

Seeing the methods in practice in the classroom; staffing the program from all other middle schools was beneficial.

Excellent program. The only weakness was that the teachers didn't have enough time to work in their rooms to set up stations, plan lesson, etc.

I felt I was really a weakness in the program myself because of my lack of experience in the program. However, I learned a lot and I'm glad I was given the opportunity. I would like to try again knowing all I know now.

Strength--still powerful--had direction--good spreader of information to others.
Weaknesses--getting administration and more Harding teachers involved.

Team planning of units helped; not enough on skill and concept sequence or content area exchange of ideas.

Good program; team planning very well organized and informative. Materials for use were excellent.

Strengths: Exposure to as many new ideas, materials, and equipment was of great value. Weaknesses: Too much time was wasted, Example 7:30 to 8:30 was spent in visiting rather than team planning. Team planning time was not used for team planning.

Most of the teachers were willing to learn and try new methods of instruction.

The Learning Materials as well as equipment that is composed with the Right to Read Program are excellent. There was not enough time to really get involved with each student individually.

Strength--well qualified and trained personnel are selected as leaders, available time to plan, excellent reproduction of materials, free to be open and experiment with different teaching strategies. Nonfunctioning teams did not receive enough leadership, supervision from the powers that be.

Team teaching not stressed, too much teacher oriented study, too many people here only for the money, felt personal experience was tremendous but felt children possibly were by-passed for teacher learning.

Strengths--(1) fantastic amount and quality of materials, (2) leadership of coordinator, (3) cooperation among teachers. Weaknesses--7:30 to 8:30 was mostly wasted; session for students needed to be longer.

Excellent program--new ideas, superior materials, innovative approaches and fantastic staff of people.

Strength--small classes, fantastic materials, guidance, leadership (coordinator. Weaknesses--students not obligated to attend class, too short (classes)

Strength--improvement. Weakness--a new thing for one to attack

The time period is too short over the summer. Team planning makes possible a lot more motivation for students. Small classes.

The only weakness was lack of time with students. The strengths consist of effective use of AV equipment, programmed materials and teacher prepared materials.

Needs to go beyond the reading aspect of curriculum; provides an avenue for professional exchange of ideas.

APPENDIX D

MEMORANDUM

June 27, 1974

TO:

FROM: Patricia Watson

SUBJECT: Right to Read

In this final year of the Right to Read Program at Harding, a comprehensive evaluation is being conducted. Reading scores and program activities will be studied to determine the results of the program.

From an administrative viewpoint, the following questions should be answered in the evaluation report:

What were the strengths of the program?
What were the weaknesses?

Please use the enclosed sheet to analyze the strengths and weaknesses of various aspects of the program.

Your observations relating to these questions will be included in the report. Would it be possible for you to give this some thought and respond as soon as it is convenient? Your assistance is appreciated.

PW:rc
Enclosure

RIGHT TO READ

Strengths and Weaknesses of the Program

Management Procedures

Faculty Involvement and Attitudes

Inter-Disciplinary Team Organization

Parent Support of Program

Teacher In-Service Training

Type of Reading Program

Reporting and Evaluation of the Program

Other: